

The ATA Magazine

OFFICIAL ORGAN of the ALBERTA TEACHERS' ASSOCIATION



ARTISTS ON LOCATION

Volume 28, Number 9



June, 1948

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THIS MONTH'S COVER

Student members of one of the landscape classes of the Banff School of Fine Arts are shown at work at one of the well-known picturesque locations in and around Banff. These classes are held daily and special painting trips are organized to such world-famed beauty spots as Moraine Lake, Lake Louise, Johnson's Canyon and Jasper. Students are encouraged to use whatever medium they wish—oils, watercolor, tempera, pen and wash etc. This picture shows just one aspect of the Banff School which last year was attended by some 600 students from many parts of the world. An article by Mr. Donald Cameron, Director of the School, appears in this issue of the A.T.A. Magazine.

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MAGISTRI NEQUE SERVI

ERIC C. ANSLEY, Managing Editor
Imperial Bank Bldg., Edmonton

Volume 28

June, 1948

Number 9

Provincial Executive Alberta Teachers' Association

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The Editor Says . . .

WHY NOT ONCE A TEACHER ALWAYS A TEACHER?

A YOUNG man or woman in Alberta today qualifies academically as a teacher at the University, but it is not until he enters a classroom that he actually becomes a teacher. Then, if he can keep good order and teach passably well, he can expect to become a vice-principal or a principal. In time, depending on his training, ambition and fortune, he may be given responsibility as a Superintendent, Supervisor, Director, Counsellor or Professor.

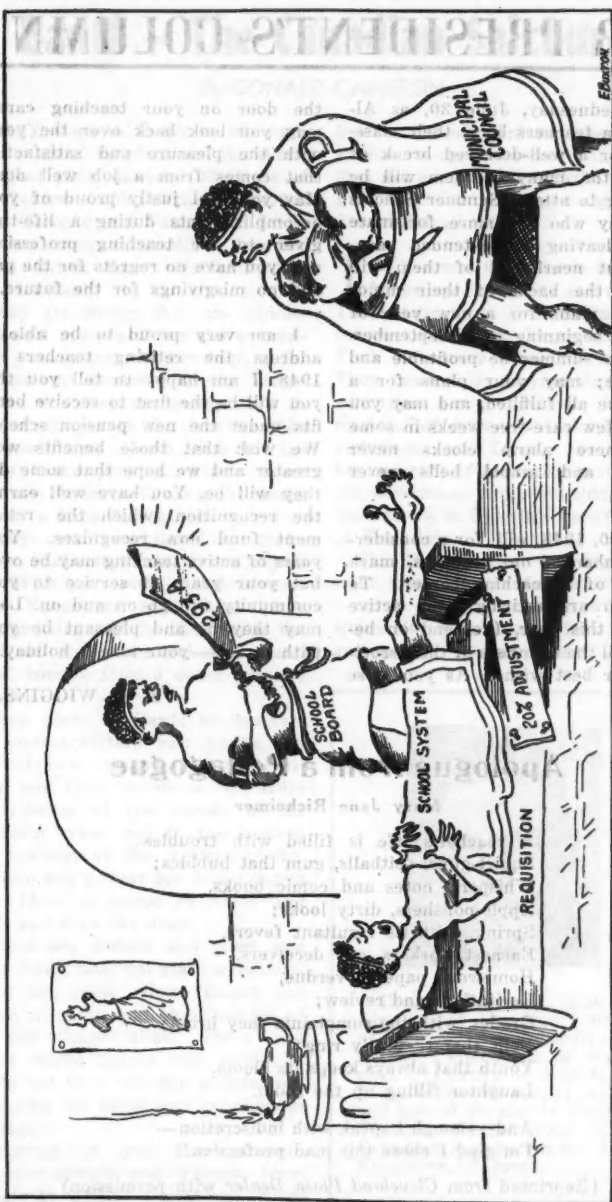
Unfortunately, however, it seems that the moment many teachers leave their classrooms they lose their identity as teachers. They become Educators. Some even become Educationists! One of the greatest weaknesses of our school system is that some of our teachers turn into ex-teachers under these pseudonyms. They soon forget that they ever worked in a classroom teaching boys and girls.

THESE ex-teachers obtain little respect from teachers. They seem to have forgotten their own fumbling beginnings as ordinary teachers, often in one-room rural schools. They speak in terms of my schools, my teachers, my board, my plans. . . . They coin new names for old teaching devices. Frequently they become specialists in how to keep the registers, how to ring the bell, how "to integrate the unintegrated", and how "to make composite the uncomposite". They improve almost everything.

Some of these ex-teachers add little to the welfare of Alberta schools. It is essential that throughout the whole system there are teachers in the classroom, principals, supervisors and officials who are teachers, directors, superintendents and professors who are teachers. In fact, all must be teachers from the teacher in the humblest school in the Province to the Dean of the Faculty of Education and the Minister of Education.

Fortunately for Alberta schools, many of the people in the most responsible positions have never lost their identity as teachers. It is hoped that the others may soon realize their responsibilities to their profession.

THE UNCOMFORTABLE BED



Procrustes—Lop 'em off.
Humble Servant—But he'll bleed to death.
Procrustes—That's your worry—not mine—I just tell you how much to lop off.

OUR PRESIDENT'S COLUMN

ON Wednesday, June 30, as Alberta teachers leave their classrooms for a well-deserved break of two months, many of them will be preparing to attend Summer Schools and many who are more fortunate will be leaving for extended vacations, but nearly all of them will have in the backs of their minds tentative plans for a new year of teaching beginning next September. May your summer be profitable and enjoyable; may your plans for a holiday be all fulfilled, and may you spend a few care-free weeks in some spot where alarm clocks never threaten and school bells never startle.

June 30, 1948, will, for a considerable number of our teachers, mark the end of a teaching career. To you, who are retiring from active teaching this year, I extend on behalf of all the members of the Association our best wishes. As you close

the door on your teaching career may you look back over the years with the pleasure and satisfaction that comes from a job well done. May you feel justly proud of your accomplishments during a life-time given to the teaching profession; may you have no regrets for the past and no misgivings for the future.

I am very proud to be able to address the retiring teachers of 1948. I am happy to tell you that you will be the first to receive benefits under the new pension scheme. We wish that those benefits were greater and we hope that some day they will be. You have well earned the recognition which the retirement fund now recognizes. Your years of active teaching may be over, but your years of service to your community will go on and on. Long may they be and pleasant be your path in this—your longer holiday.

E. T. WIGGINS.

Apologue from a Pedagogue

Mary Jane Richeimer

A teacher's life is filled with troubles:
Squirt-guns, spitballs, gum that bubbles;
Whispers, notes and comic books,
Apple-polishers, dirty looks;
Spring, with its resultant fevers,
Earnest workers, gay deceivers,
Homework papers overdue,
Recitations and review;
Grades, with the complaints they bring;
Bells that regularly ring;
Youth that always keeps its bloom,
Laughter filling up the room.

And—though I speak with indiscretion—
I'm glad I chose this mad profession!

(Reprinted from *Cleveland Plain Dealer* with permission)

Banff - The Canadian Salzburg

By DONALD CAMERON

THEY come to Banff in the summer time! Painters and sketchers, and just plain daubers. Students of the theatre—workers' theatre groups from Toronto and Vancouver, Little Theatre groups from Moose Jaw and Peace River, from Medicine Hat and Montreal.

They are young, they are middle-aged and mature. Some are enthusiastic youngsters who are hoping for professional careers on the stage. Others are teachers going back to remote villages on the frontier, like Notikewin and North Star in the Peace River country, where more than one student will show the dusky skin of a Cree forefather.

They come to Banff to make music. Piano students from Calgary and Winnipeg, and choral singers from Vancouver and Philadelphia. The morning air is filled with the notes of Bach and Schumann and Ravel, coming from a dozen practise pianos.

They come to Banff as weavers and leathercrafters who weave and tool intricate designs and patterns. They find their motifs in the trees and flowers of the forest, in the mountain crags and in the Indians and cowboys of the western plains.

There are potters too who express their ideas in terms of vases and bowls and little toy dogs.

There are writers and poets and playwrights, and just plain scribblers. There are some whose names are known in radio and the theatres of city and village alike. There are others whose names will never be known but they will find satisfaction in sharing the ideas and experiences of others.

Students of oral French come from the schools and colleges, from Ontario to British Columbia. They

live in French chalets where only French is spoken—where the songs that are sung are the martial airs of France or the rollicking tunes of the French-Canadian.

THEY come in hundreds from the farms and the towns and villages. They come from Halifax and Vancouver, and from Texas and New York and many places in between. They come with varying degrees of education and experience, with a mixture of hopes and dreams and ambitions; and for six weeks they become part of an exciting, stimulating adventure, doing the things they want to do, in Canada's Banff School of Fine Arts.

The Banff School of Fine Arts came into being in August, 1933, as a result of a Carnegie grant to the University of Alberta for a programme of encouragement of the



Donald Cameron, M.Sc., is Director of the Banff School of Fine Arts, and also Director of the Department of Extension, University of Alberta. He is the author of sundry articles and special articles in *Food for Thought*, Official organ of the Canadian Association for Adult Education, Toronto.

fine arts. In considering ways and means of making the most effective and far-reaching use of the grant, the University decided that the training of community leaders and teachers was a first and necessary step. The idea of establishing the training centre in Banff was a stroke of inspiration.

It was agreed that an experimental school in the arts related to the theatre should be held in Banff during August, 1933, if 40 students would register for the course in advance and pay a \$1.00 registration fee as evidence of their interest and good faith.

Instead of 40 students, 130 presented themselves at the school and they proceeded to study the elements of stage production and acting with an eagerness and enthusiasm not seen in a University classroom in many a year.

Arrangements were made with the Banff School Board to use the Banff schools and an old theatre for teaching purposes. Students found their own living and dining accommodation in the town.

THE experiment was repeated in 1934 with even greater success, and no one was deterred by a \$5.00 tuition fee. In 1935 a painting division was added to the school of the theatre. In 1936 a master class in piano was added, and the school for the first time was advertised as the Banff School of Fine Arts.

Classes in choral singing were added in 1937, and a start was made in the encouragement of creative writing.

In 1939, courses in weaving and design were added to the curriculum, and in 1940 a school of oral French was added at the request of the Alberta High School French Teachers' Association.

A modelling and pottery class was the next addition in 1942, and in 1944 an annual writers' conference

for western writers became a part of the school.

As the school continued to grow and expand it became necessary, in 1937, to run a dining-room and dormitory service. Seventeen students participated in the first dining-room and dormitory. In 1946 the school had 58 buildings under contract for dormitories and classrooms, and served over 1,000 meals a day in the school dining-rooms.

Students are at liberty to make their own arrangements about accommodation, and many do, but from 75% to 80% prefer to utilize the facilities provided by the school. These consist in the main of cabins, bungalows, and private houses contracted for in advance, and administered under school supervision.

From the \$1.00 registration fee charged in 1933, tuition fees have increased to an average of \$37.50 for the six weeks' summer session. The courses in art, music and theatre now carry regular University academic and teachers' credits, which can be applied towards degrees in the faculties of Arts and Science, Education, and Fine Arts in most of the leading Canadian and American universities.

FROM an enrolment of 130 students in 1933 the school has grown to a registration of 550 in 1946. In each of the last two years large numbers of students have had to be refused admittance because of lack of accommodation.

In the past 14 years, 3,500 students have gone through the school. They have come from every province in Canada and most of the 48 states of the United States. They have come from England, from Australia and the Argentine. In one year the school included within its student body, a judge of the Supreme Court of Canada, brushing up on his French, the millionaire head of a well-known sewing machine company.

from California and three of his family taking art and handicrafts. A lady sheriff from New Mexico taking painting, and the Negro head of the drama department of Booker T. Washington's famed Tuskegee Institute in Alabama.

Such in brief is the story of 14 years' development of a distinctly Canadian institution dedicated to the encouragement of the arts in Canada. In that period of time the school has had on its staff the leading artists in every field from all over the American continent. The policy has been in the past, and will continue to be in the future, to get the best men and women available.

What has been said will indicate that the Banff School has taken firm root in Canadian soil. It has done this during five years of depression and six years of war. It has done so because it has filled a need and satisfied a hunger in Canadian life.

LOOKING to the future, we believe that the Banff School can go forward to become a great Canadian institution and that, in time, Banff will become the Salzburg of

America. Such is our faith in the ultimate destiny of the Banff School that the University has set up the Banff Foundation for the purpose of enlisting the aid of Canadian citizens and institutions in providing the funds which will make this development possible. Considerable success has already been achieved and a start has been made on a building programme that will ultimately provide dining, sleeping and classroom accommodation for 1,000 students. When these buildings are ready, the Banff School instead of operating as a summer school will operate the year round. How long it will take to reach that goal we do not know—three years, possibly five, but not much longer. When that day comes, as come it will, our policy will be the same as it is now: To stress high standards of achievement in every field, to invite as guest instructors the leading artists from all over the world, to seek to develop and encourage the creative spark in every student and to direct that creative effort towards the development of a rich Canadian culture in the warm and friendly atmosphere of the Canadian West.

**Medicine Hat Division
has
No Salary Schedule Agreement
for
1948-1949**

Teachers who have applied to the Medicine Hat School Division Number Four are urged to get in touch with Head Office at once. The Board is advertising for teachers and stating salaries according to the Board's offer which was rejected by the Salary Committee.

Results of the election for District Representative from Northwestern Alberta — The President has declared Mr. F. C. Toews, Halcourt elected by acclamation as a member of the Provincial Executive to complete the balance of the 1948-49 term.

The following Locals have been unable to negotiate satisfactory salary schedules with their respective School Boards. Each Local has appointed the Alberta Teachers' Association as its Bargaining Agent: Divisions: Sturgeon, St. Paul, Macleod, Lethbridge, Thorhild, Red Deer Valley. Districts: Bowness, Coleman, Hardisty.

Provincial Executive Elected for 1948 - 49



Back Row (left to right): M. Holman, South Western Alberta; L. Olson, Central Eastern Alberta; F. J. C. Seymour, Calgary District; E. C. Ansley, General Secretary-Treasurer; G. Koloyuk, North Eastern Alberta; F. C. Toews, North Western Alberta.
Front Row (left to right): A. R. Patrick, Central Western Alberta; A. O. Aalborg, Vice-President; E. T. Wiggins, President; Dr. H. E. Smith, Past President; M. Gimby, Edmonton District; J. R. Johnston, South Eastern Alberta.

THEY'RE NOT LEARNING

By LORRAINE GOVERMAN

Through the courtesy of Mr. W. E. Frame, Mr. W. E. Hodgson and Mr. E. Parr, Miss Lorraine Goverman, roving reporter for R.E.S., travelled by bus, car and dog-sled to Calling Lake, 50 miles north of Athabasca.

EXPRESSIONLESS, the two boys turned their black Indian eyes to the work on their desks. "Useless for them to stay in school," the teacher whispered. "They don't get beyond third grade . . . fourteen and fifteen years old. . . . They become unruly. And they're not learning."

Twenty-two children sat in rows in the one-room log school, the children of the trappers, mink farmers and fishermen who earn their living near Calling Lake, fifty miles north of Athabasca. Seven, of Scottish or Ukrainian descent, were fair-skinned and blue-eyed. The rest were part-Indian, the Metis, as they are known.

A faded, soiled Union Jack covered the front wall above the blackboard, except for the triangle of space under the slant log roof. The desks, in five rows, were a motley collection of the chewed-up rickety discards of other more newly equipped schools. In the rear the children's wraps hung from nails in the calcimined logs. Otherwise the walls were bare.

"I found out after a while why they couldn't do arithmetic," the teacher went on. "They can't read the written work in the text. They don't understand most of what they read beyond grade one. Because they speak Cree all the time, not English."

THE CLEARING where the school stands is blanketed with flashing, sun-burnished snow. Through the slender pine and poplar at the edge of the clearing can be seen the frozen expanse of Calling Lake.

To get to the school in September the teacher went by car part of the way, then rode all day in a wagon



over muskeg to cover the last thirty miles. When the spongy muskeg freezes over in the winter the road is open to automobiles all the way, but in the summer there is no road. The lumbering stops. Fish from the northern lakes are flown to market. The people are isolated. One year the teacher left in May, almost pathologically afraid that she would never be able to get out if she stayed later.

Inside, past the wood-burning stove where the children melt snow for drinking water, were the book shelves, holding several dozen battered readers. The younger children were reading *Fun With Dick and Jane*, a primer full of pictures of life in a pleasant suburban home, grandmother's farm, an automobile trip, a city toy shop, and a father like a bond salesman, always in coat, tie and polished shoes.

A lanky blonde fourteen-year-old looked up from his sixth grade history to answer a question about trapping. "Takes three days to cover my dad's lines on foot. . . . Sure, we fish through the ice." His face sparkled, his eyes smiled. Then his interest disappeared as the subject changed. "Naw, I don't like school," he said heavily. "Naw, I don't like to read." Would he like to read a book about trapping and fishing? "Maybe. Maybe about trapping. . . . Naw, I just don't like to read." He had never had any fun with Dick and Jane.

TWO ROWS away sat eleven-year-old Rose, the best student in the third grade. Her father, a wiry, Indian-straight trapper, who never learned to read or write, is proud that he can speak English better than most of the Metis, thinks he could get a "good job" if he could read. Her mother learned to read in a mission school.

Rose and a younger sister sometimes ride the mile and a half home



snug on a bear rug in a dog-sled of birch and moosehide, painted a pale blue and bristling with colored wool pompoms, while their father stands behind, "mushing" the four black and yellow mongrel dogs along the snow road through the pine. Their one-room log house is furnished with a woodburning stove, a wooden table, a chair, and three beds—for the mother and father, three little daughters, a nine-year-old son, and a feeble old aunt who lies all day on one of the beds wrapped in a blanket and never moving. From the rafters in a row hang the tails of squirrel pelts. In the summer when there is no trapping, Rose's father takes the family south where he can get farm work.

According to the district ranger 120 Metis live in the area, not all of whom send their children to school. There are also school-age children who are not in school among the 86 white people. At a ratepayers meeting in the school one afternoon, some of the mothers gave reasons why.

Mrs. Patricia Uchtyl, for instance,

a pert, pretty young woman, with a pile of soft, wavy, prematurely grey hair, spends two and a half hours a day teaching the three oldest of her five children. The nine-year-old and the eight-year-old she has put through third grade. "No sense sending them to school when they don't learn a thing. I sent them last year till Christmas, and the teacher admitted to me she couldn't give them ten minutes a day, and they weren't learning. So after Christmas I started them on correspondence."

MRS. UCHYTIL, who is of Scottish descent (her trapper husband is Ukrainian), is likely in a day to net half a hundred fish for dog food, or to cut and pitch hay along the river bank, or to render fifty pounds of fat from a bear caught by her husband, or maybe to cook for fourteen men working on a river dam. Besides this she teaches her children.

"Not even a barn for a horse," she murmured at the meeting. "My children walked three miles to school last winter because they couldn't leave a horse out in the snow all day when it was forty below."

One of her neighbors, the young stubborn-chinned wife of a mink farmer, mother of a five-year-old

boy, said with passion, "I won't send my son to this school. I'll teach him myself. Look at the floors, look at the cobwebs up there. And the children, some of them might have TB for all we know. They're out with the flu most of the winter. If they don't give us a new school, they should at least see to it the children get physical exams before they crowd them in here."

The ranger's wife, a large motherly looking woman, put in, "My son didn't start school till he was 11 because there was no school, and I made him quit at 16. He wasn't learning anything, school was a picnic. The teacher couldn't handle all those big fellows. . . . I would have liked him to get an education."

THE WOMEN asked for a new school, a two-room school. The school board chairman, who had risen at dawn to get to the school from Athabasca that morning, pointed out that the average daily attendance the year before had been 16 out of an enrollment of 25, which hardly called for a two-room school. "We have overcrowded schools that we must take care of first," he said.

"You'd have fifty children here if you had a good school," said the mothers.



Later, as his car roared back through the forest over the frozen road, the division superintendent, Eric Hodgson, a tallish man with a pale red mustache and a cheerful, vigorous manner, talked about one school. "I'd like to see a two-room building up there. With one room for a shop. And I'd like to be able to get a teacher who could teach something about trapping and woodlore, a man the boys would respect. I think I know the man who could do it. If I can get him. . . ."

THE MAN who could do it, who could get the boys talking about the things that mattered, the things that interested them, who could keep the animation in their faces through

the school day, would have to be willing to live in a log shed of a teacherage, hardly as wide across as the clothes closet of a modern home. Keeping the school going as it is now, with bored children alert for mischief, learning to spell out a few words and read a third grade reader seems to profit no one—not the children, who never learn enough to make a better way of life for themselves, not Canada, which is strong in proportion to the number of its good citizens, not the teacher, who works against hopeless odds. She might as well be using foreign textbooks as materials prepared to interest youngsters who live in a world outside the experience of the children of the Calling Lake School.

Elementary Principals Are Important

By HAROLD J. McNALLY

Assistant Professor of Education, Teachers College, Columbia University

THERE WAS a time in the history of American education when the principal (or "principal teacher," as he was frequently called) was a pretty small fish in a tiny puddle. In the past forty or fifty years a number of factors have operated to increase the size of both the fish and the puddle. In our more enlightened school systems, the principal is no longer a glorified clerk and office boy; he is the educational leader of his community, the professional leader of an ever-increasingly professional staff, and the manager of an important educational enterprise. He has his own professional organization in the Department of Elementary School Principals of the NEA (nine thousand and more strong), finds that alert and top-rating universities offer him courses of professional preparation leading to the masters' and doctors' degrees in school administration, and in general

he has increased his stature tremendously since the turn of the century.

The better Elementary School Principal is important in many respects; we shall touch on four of them here.

1: From the standpoint of the operation of the school system, the Elementary School Principal is a *key person* in its *organizational set-up*. He is the interpreter, to his school personnel and school community, of the educational policies formulated by the Board of Education, for good school systems allow him considerable latitude in construing the board's policies, and translating them into action with his staff. Conversely, he can be—and in the best situation is—in an advisory capacity to the superintendent and his staff. He is (or should be) responsible for making suggestions for the improvement of the educational program, and for making known to

the central office the problems he becomes aware of because of his closeness to the actual educational process.

2. In addition to his strategic position in the school system's organization, the Elementary School Principal is the *professional leader of a professional staff*. Greater and greater numbers of teachers are coming to hold college degrees, and even the masters' degree is becoming common among the elementary school faculties of some communities and states. The Elementary School Principal must be an administrator who can provide "evocative leadership" for these professional groups, leadership which unites them in the purposes of the educational enterprise, and which calls forth all the resources of his staff in the development of a good educational program. Such a leader will be not only highly trained and uncommonly capable; he will be skilled in human relationships, and in techniques of democratic, cooperative group enterprise.

3. The province of the Elementary School Principal is, however, more and more being construed as reaching far beyond the boundaries of his school. Better principals have become, indeed, the *educational leaders of their communities*. The National Department of Elementary School Principals emphasized this by devoting its 1945 Year-book to the topic "Community Living and the Elementary School." Today, active participation in community affairs, and the integration of school and community life are becoming to be considered as responsibilities of a good principal. This has come about largely because of a growing understanding of the implications of the Dewey philosophy that education is life, is

part of all living, and cannot be cooped up within school walls, even if we wished so to restrict it. As a result, the Elementary School Principal is rapidly gaining a new respect in his community as its educational leader, and a new responsibility for extending the scope of the job his school must do.

4. The preceding three factors tending to enhance the prestige of the Elementary School Principal are all outgrowths of the recognition of his most important function—that of being the *responsible person for the education of the children in his school*. To this end he is placed as a key person organizationally, is a professional leader of a professional staff, and makes the community his educational province. It is a heavy responsibility, this job of leading the molding of the minds and characters of the youth of America, the young people into whose hands are always being passed the unsolved problems of a generation inadequately educated to solve them. The principal may well pause to consider that on the success of his job may hinge the success of our great democratic experiment.

THERE are other factors which are operating to enhance the prestige and importance of the position of principal in an elementary school, of course, but these few are indicative of the size of the job. It is not a job for little men or little women; the little puddle has become a good-sized pond, and in order not to be lost in the swim, our principals must be of sufficient stature to do the job well. The principal who measures up to these responsibilities will command the respect, admiration and affection of his community, which will owe him much indeed. Yes, principals are important people.

Nothing will ever be attempted if all possible objections must first be overcome.—Samuel Johnson.

Young Calgary Artists Hold Exhibition

(Reprinted from *Calgary Herald*)

AN EXHIBITION of creative paintings by children from nine to 12 years and in grades four to seven was held May 10 to 15 in the Hudson's Bay Company store auditorium, sponsored by the Federation of Canadian Artists, Calgary Branch. The paintings are a selection from work done by the classes of Miss F. M. Milligan, Balmoral School, and Miss Isabel Stadelbauer, Rideau, both of whom are associate members of the Alberta Society of Artists.

This unusual exhibit, the second arranged by these well-known artists, was of great interest. Here, the beginnings are seen, skilfully and sympathetically developed, which later are to make their contribution to the cultural life of our country.

As all the work has been done with free brush and no pencil, remarkable freedom of movement has been obtained, so that the visitor is struck by the rhythmic action and joyous atmosphere in every painting. The fresh coloring put on rapidly with big brush strokes before an idea has time to cool, also adds to this gaiety which is really the keynote of the whole exhibition. Here is work done with joy from the ideas within themselves, as the young artists themselves say in the essays which visitors to the show may read.

Of the more than 100 paintings shown, it is difficult to select outstanding ones from so much merit. The work of the youngest ones is charming, snowmen and ghosts, swinging or wading, things that grade fours love, being delightfully portrayed.

OF THE older ones, mention should be made of the fine portrait work done by Gary Miller, especially "Pass that Puck," a hockey

player of fine action and proportion with fresh, clean color. During the winter five paintings by Calgary children were sent to the permanent collection of child art in the Luxembourg Galleries in Paris. One of Gary's and one by Willard Moon who also has a portrait in this show, were included.

There are some excellent religious paintings by Bob Dagg showing fine color and design, and one by Edward Jull "Joseph and His Brethren" showing strong figures in good proportion. Katharine Scarlett has interesting work in this group although her best are "The Ice Carnival" and "Self Portrait" in which her brush work achieves very suitable textures.

DAVID THOMAS and Frank Legh should be mentioned for their action and coloring in the snow scenes "Tobogganing" and "Tracks in the Snow," the work of both being most individual in style.

The amount of figure work attempted so successfully is one of the highlights of the exhibit whether singly or in groups, and of these Earl Rompain's "The Choir" with its five beautifully grouped heads is outstanding.

Doubtless the abstracts will attract most attention and comment, the designs richly colored and of many varied patterns painted as the children listened to the playing of a record, London Suite and the Nutcracker Suite, even a Spike Jones. Margaret Boulton has four of them, all very interesting; but there are others, all most attractive and showing great originality.

The exhibit was opened by Dr. F. G. Buchanan, superintendent of schools.

HAPPY DAYS ARE HERE AGAIN!



Well those Annual Reports are, anyway!

Re-Equipping a Technical Institute

By E. W. WOOD,

Shop Director, Provincial Institute of Technology and Art, Calgary.

THE SLOGAN "Give us the tools and we will finish the job" is indicative of the technological nature of the warfare in World War II. The struggle was fought out by technicians, by machines and by mass production, just as much as by conflict in the battle areas. Superiority in technological advancement and in the ability to produce technical equipment spelt victory. World War II gave the much needed impetus for increased technical training facilities in Canada. It did more than that, it not only showed the need, it indirectly provided the money and a goodly part of the equipment for the extension of technical training facilities in many parts of Canada. Technical training is impossible apart from equipment, the two are as inseparable as are libraries and books, one is non-existent apart from the other.

It is not the purpose of this article to deal with this subject as it affects the Dominion, but to relate the story of equipment and technical education as it affects Alberta and the Provincial Institute of Technology and Art at Calgary.

The Institute as originally planned and equipped in 1922 represented an investment of about one and a half million dollars. Except for Institutes in the Province of Quebec it is the only institution of its kind in Canada. It is worthy of note that due to lack of funds, the Institute laboratories and shops were never equipped as planned and that apart from the original investment only very minor items of equipment were purchased during the pre-war era.

Since World War II, however, there has been a very marked increase in the interest in technical education. With Federal Government

assistance to the extent of fifty per cent of the cost, vide P.C. 1648, one hundred thousand dollars has been made available for the purchase of equipment for the Institute during each of the fiscal years 1946-47 and 1947-48. This represents a considerable sum of money and required a great deal of thought and planning to ensure that every dollar be wisely spent and that items of equipment be well selected so as to serve the maximum number of students commensurate with course objectives.

IN A GENERAL sense the problem was three-fold. First of all, some departments of the Institute required items of equipment which were essential if we were to be permitted to continue to train students for specific fields or examinations. Secondly, much of the existing equipment, some of which was made at the Institute during the depression years, had become obsolete or worn out and needed replacing with new and modern equipment. Thirdly, in order that the Institute produce students equipped to handle the many types of new machines and to be familiar with the methods in use in the modern and "up to the minute" industrial world, then the Institute must be provided with similar equipment. In other words, the Institute must be provided with modern equipment comparable to that used in a progressive industrial world.

It is unfortunate that money for new equipment was made available at a time when costs were rising and when much of the equipment was in short supply. The disadvantage with respect to increased costs was partially offset however by the availability of certain items of equipment from War Assets Corporation

at a fraction of the original cost. Supplies from this source however were not nearly as plentiful as had been anticipated.

It would be unprofitable and uninteresting to list here the thousands of items of equipment which have been purchased during the past two years. Space will only permit a cursory glance at each department.

AMONG THE most interesting items of equipment in the Automobile Mechanics Department are a Bear Wheel Aligner for checking toe-in, caster and camber; a portable Lincoln Autoluber for greasing service, the latest in Porter-Ferguson hydraulic equipment for body repairs; a dynamic wheel-balancer, installation of a gantry on the engine over-haul side of the shop; a Gunk dip tank, a complete set of Allen and Weidenhoff tune-up equipment and countless other items of tools and machines.

The Welding Department has been completely re-equipped and the installation is described by visitors as being the best of its kind in Canada. There are twenty-booths, each equipped for oxy-acetylene and electric welding. Each booth is individually ventilated. Oxygen and acetylene are supplied from manifolds, the batteries of gas cylinders being placed at the end of the shop in close proximity to the exit to facilitate handling of the flasks. In order to conserve space and to dispense with noise and heat in the shop, the D.C. welding machines are installed on a mezzanine floor outside the shop. Four of the booths are equipped with 150 amp A.C. welders, four with 150 amp D.C. welders, four with 200 amp D.C. welders and eight with 300 amp D.C. welders. The machines are completely controlled from the booths. The shop is also equipped with a power type throatless shear for cutting steel plates up to $\frac{1}{4}$ of an inch in thickness,

and with a Radialgraph for cutting thicker plates. A hydraulic testing machine is under construction and it is hoped that the work of modernizing this shop will be completed during the coming year.

The Electrical Department is now equipped with meters of all types and of various capacities, with modern test equipment, a new switch-board for the transformer room, coil winding devices and machines, a "Wincharger," Delco and Onan gasoline driven generating sets; various types of variable speed drives, an electric eye, a synchronous converter with transformers and switch-board and so on, ad infinitum.

THE RADIO Technician and Commercial Wireless Departments have secured a fairly adequate supply of testing instruments such as signal tracers and signal generators, an oscilloscope, ohmmeters and voltmeters, condenser testers, tube testers and two "Canadian 19" sets for transmitter instruction.

In order that the Aeronautics Department might retain its permit under the Federal Department of Transport to repair commercial aircraft, it was necessary to purchase a Magna-flux crack detector. Cracks in ferrous mechanical parts which cannot be detected with a microscope are made visible to the naked eye by this instrument. A mechanical test lab is being set up as an integral part of the Aeronautical Engineers course. The need for such a laboratory has long been felt; the necessity however has been accentuated latterly by the fact that graduates from such a course cannot qualify as candidates for the Royal Aeronautical Societies, London, England, Associate Fellowship examinations without adequate instruction in strength of materials and stress analysis. The laboratory is presently equipped with a Tension Compression test machine of 60,000 lbs.

capacity, with its ancillary equipment - extensometer, deflectometer, etc. It is capable of testing fabrics and the strongest ferrous alloys. The laboratory is also equipped with an electric heat treating furnace and a Brinell Hardness tester. During the coming year it is hoped to add a fatigue and tension testing machine and an impact testing machine.

Sufficient equipment has been purchased for the Machine Shop Department to completely equip an additional shop and a heat-treating department. A long-term programme of modernization has also been launched with respect to the equipment in the original machine shop. Among the items of new equipment are fourteen lathes of various sizes, surface grinders, cylindrical grinders, tool and cutter grinders, vertical and horizontal milling machines, shaping machines, drill presses, power saws, a Tannewitz saw, an eight foot Niles planer, muffle and pot furnaces with pyrometers, together with countless machine attachments and measuring instruments of all kinds.

THE AGRICULTURAL Mechanics Department has been modernized with large and small items of equipment. Among the former are four tractors of various types and a G.M.C. diesel engine of the stationary type. Among the smaller items are ignition testing equipment, valve grinders, boring bars, hones, wheel pullers, paint spraying equipment and a Kerrick cleaner. A La Plante blade and attachments for the Caterpillar diesel tractor will permit the giving of instruction in earth-moving. Instruction in diesel fuel pumps and injectors will be facilitated with the arrival of diesel fuel pump testing equipment.

Among the principal items of new equipment in the Building Construction Department are the following: concrete testing equipment and concrete mixers, eight floor type wood-

turning lathes, radial saws; a mortising machine, a thickness planer, jointers, shapers, grinders, new benches, a wood-welder, saw sharpening machines, spray painting equipment and numerous hand tools.

The most obvious addition to the Drafting Department is the installation of fluorescent lighting. In addition to this, there are four drafting machines, a lettering machine, a blue-print and ozalid printing machine, new drawing board cabinets, a "Plan-file" and many other smaller drafting instruments.

Six new sewing machines and some dress forms have been added to the Dressmaking Department whilst a new gas stove and many lesser items have been added to the Cooking Department.

The Art Department has been provided with improved lighting, easels, display boards, plaster casts, looms, leather working tools, silk screen sets, a potter's wheel, a kiln, cupboards and benches.

The Science Department has been brought up to date with physical and chemical equipment of types too numerous to mention.

Many of the lecture rooms have been equipped with audio visual aids.

IF INSTITUTE courses are to remain up to date over the course of years, it will be necessary that the good start which has now been made be maintained by the purchasing of new items of equipment from time to time in line with technological advancement. It is to be hoped that funds will be made available for this purpose and that the mistakes of past years will not be repeated. Modern technical training is impossible apart from adequate supplies of modern equipment.

The Provincial Institute of Technology and Art, Calgary, is publicly owned, and the public are invited to visit it during school hours.

Animals Lead the Accident Parade

By PAUL JONES

Director of public information of the National Safety Council

(Reprinted from *Safety Education*, April, 1948)

WHEN A sparrow smokes in bed and a cockroach kicks a man down the stairs, things are getting good and wacky. But that's what happened in 1947.

And that isn't all. A dead deer shot a hunter. A hit-skip cow made traffic history. A mouse upset a truck, a quail committed suicide, and some busy little bees boarded a streetcar and caused a honey of an accident.

Yes, the annual roundup of odd accidents by the National Safety Council reveals that animals stole the show in 1947. To wit:

Firemen in Camden, N.J., spent an hour looking for the source of smoke that poured from the home of Mrs. Marie Baugher. They finally found it—a bird's nest under the roof. A sparrow had carried home a lighted cigarette. And just to prove that smoking in bed isn't restricted to sparrows, a pigeon in Washington started a fire in an apartment building the same way.

The celebrated case of the cantankerous cockroach occurred in Detroit and involved John Nantico, a bakery employee. Mr. Nantico said he was ascending stairs made slippery by spilled cake frosting when he looked into the leering eyes of the biggest cockroach any man ever saw. Mr. Nantico aimed a knockout kick at the roach with his right foot. The roach ducked. Mr. Nantico's left and anchor foot slipped in the frosting and he hurtled end over end to the floor below. His kicking leg was broken. The cockroach appeared pleased.

A lot of hunters shoot deer, but not many deer shoot hunters—

especially if the deer are dead. But a dead deer did shoot Clarence Gerkin of Hudson, Colo., in a neat bit of posthumous vengeance. Mr. Gerkin had shot the deer and was preparing to dress it when a reflex kick by the animal hit his gun and discharged it. The bullet tore through Gerkin's left arm.

THE hit-skip cow became part of the nation's traffic problem when it bowled over Mrs. Lucy Nstrand as she alighted from a bus at a busy intersection in Milwaukee. The bounding bovine, fugitive from a farm, whammed into Mrs. Nstrand, knocked her flat, and barreled on down the street.

It is customary each year, of course, for a mouse to run a car into a ditch by merely sharing the car with a lady driver. But this year the mouse got big ideas and decided to tackle a truck. Just to do it the hard way, he selected an army truck, in Daventry, England. The driver, 19-year-old Christine Woodward, had been trained, as a member of the British Women's Land Army, to face bombs, bullets and battle without flinching. But they hadn't thought of training her to face a mouse. So when the ambitious little animal scampered across Miss Woodward's toes, she just did what came naturally. She fainted. The truck went into a ditch, Miss Woodward went to the hospital, and the mouse swaggered back to the field.

Far less intrepid was the suicidal quail that found itself looking down the barrel of a gun held by Gene Hatfield in Joplin, Mo. Realizing the jig was up, the quail decided

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CONGRATULATIONS

MR. RUSSELL S. MacARTHUR, an Alberta teacher, has been awarded a Carnegie Fellowship at the Institute of Education, University of London, England.

Two such fellowships are awarded each year to Canadian students, and this year there were many applicants from across Canada. Fellows are guests of the Institute. The Carnegie grant consists of £400 per annum plus an allowance of £30 to travel in Great Britain.

to end it all. It flew straight against the barrel of the gun and dropped at Hatfield's feet with a broken neck.

Possibly stung by the high cost of living, bees apparently quit riding in private automobiles in 1947 and democratically took to streetcars. A merry group of them informally boarded a trolley in Cincinnati through an open window and evinced interest in Motorman Earl Armstrong. As Armstrong frantically batted at his bumbling passengers, the streetcar bumped an automobile, which rammed the rear of another, which rammed the rear of another. Meanwhile, buzz, buzz, buzz went the trolley.

In St. Joseph, Mo., Postman A. R. Saunders, thoroughly accustomed to the threat of hostile dogs and other mailman's maladies, found something new had been added when a patron's pet goose took a look at the mail just delivered, saw something he didn't like and severely nipped the letter carrier.

Plutonium—New element made from the heavy isotope of uranium, U-238, when bombarded by neutrons in a pile. It undergoes fission when struck by neutrons and may be used in bombs or for nuclear power.

Mr. MacArthur, who was born in Trochu, Alberta, obtained the B.Ed. degree, with the first class general standing, in May, 1947. He has had nine years' teaching experience, including four years as an instructor in the R.C.A.F. For the past four years he has been a part-time instructor in the Department of Physics, University of Alberta, while completing work for the M.Ed. degree. At the University of London he will continue post-graduate work in the field of education.

WHAT ABOUT THE MOVIES?

By LOU S. GRANT

SO widespread has become the use of visual methods in Canadian schools that there are very few teachers who will deny the value of the sound motion picture as a teaching device. Yet, so narrow has been our thinking in this field that we have chosen to bury our heads in the sand regarding the educational power of the slick and expensively-produced theatrical motion picture. But what does it teach? All will agree that most of such films portray little of value for children, and possibly something of negative value for some children. Does your school recognize this? Does your system provide some antidote? Does your department provide any means of training cinema tastes?

The British Columbia Junior High School Course of Studies states: "In formed and critical public opinion is of more value than censorship, and it is the duty of the schools to train young people in right attitudes of criticism . . . No system of education can afford to overlook the possibilities of these two agencies (radio and motion pictures)."

Edgar Dale, of the Educational Research Bureau of Ohio State University, writes: "The mass appeal of these three unlicensed teachers (press, radio and the movies) . . . is so effective in influencing information, attitudes and conduct that no teacher worthy of the name can afford to overlook them. Persons concerned with the maintenance of an intelligent, informed citizenry cannot stand aside but must face the problems raised by these instruments of mass communication. They must attempt to raise the standards of taste."

The above quotations are certainly a challenge to the already over-

worked ingenuity of the teacher alert to the out-of-school influences on his students. Many American school systems provide units in motion picture appreciation within the course in English. Such study provides an analysis of acting, photography, story values, etc.

FOR almost three years, the writer has had the opportunity of carrying out such a programme as part of the club or activity of work in Templeton Junior High School in Vancouver. The most revealing feature of this plan to its sponsor has been the keen criticism of current films by the student club members.

The club is called the "Cinema Club". Its meetings are held weekly under the chairmanship of a student president, elected from the members at large. The current season opened with considerable discussion regarding children's conduct at Friday night and Saturday afternoon shows. This resulted in student interviews with the managers of two local shows, and their permission to display posters in the theatre lobbies suggesting proper behavior at children's programmes.

The club is affiliated with Four-Star Clubs of the National Board of Review in New York City. This connection brings participation in an annual "ten-best" contest, in which major prizes have been won by club members for the past two years.

Mr. Grant, as National Convenor for Visual Education, Canadian Federation of Home and School, has had considerable experience in dealing with Junior Film Clubs and the movies at large.

These prizes consist of properties used in the top-ranking films. One prize was a pair of skates worn by Margaret O'Brien in "Our Vines Have Tender Grapes"; another prize was a pair of boxing gloves used in the picture, "The Bells of St. Mary's". This latter award was won by a boy who placed second in America in the contest.

NEEDESS to say such prizes win considerable recognition for the Cinema Club in the school. A major project of the group is a file of film reviews maintained in the school library and operated for the benefit of the whole school by club members. The review information is secured from the National Board of Review publication, "New Movies", from estimates of the new films forwarded from Hollywood, and from school magazines such as "Scholastic" and other magazines.

Many interesting discussions on the merits and demerits of current pictures are held during club periods. As an example, crime pictures were analyzed during one session. With no prompting from the sponsor, the students reached the conclusions that: first, such pictures gave children ideas of wrong-doing and how to avoid punishment for it; second, crime films frequently made the police appear foolish, and, finally, the criminal in such movies was seldom punished by the ordinary course of justice. Such an instance shows that teachers need not fear that their knowledge of cinema is insufficient to sponsor such a group. Let the youngsters have their heads and we will be surprised how many standards of appreciation they have already developed.

In Templeton, the club recently

I would rather inspire students with a triumphant philosophy of life than give them all the facts there are in all the encyclopedias in the world.—Benjamin F. Shambaugh.

sponsored a survey of types of movies to assist the staff members in choosing school sponsored shows in the auditorium. At different times, members have made excursions to the city's largest theatre for a conducted tour of the whole building and also to the local film exchange to learn something of the distribution of films; future excursions are planned to the National Film Board's local offices, to other theatres, and to the local censorship office.

WE must accept the fact that the motion picture is a new form of art—at its best and at its worst—it is an unwholesome influence upon the children whose future we are trying to shape for their greatest good and for the greatest good of our nation and of our world. Recognition of the movie by their teachers creates a new bond with students, it encourages their confidence and expression, it leads them to ideals of appreciation, and maybe, some day, it will aid in the building up of an intelligent movie-going audience whose insistence on high quality entertainment will sooner, or later, eliminate the poor material which is so common today.

Further information on this type of work may be secured from the National Board of Review, 250 East 43rd Street, New York City, and the Department of Studio and Public Service, Motion Picture Association of America, 5504 Hollywood Boulevard, Hollywood 28, California. An excellent guide-book is Dr. Edgar Dale's "How to Appreciate Motion Pictures", a textbook in appreciation published by MacMillan. Any assistance that this writer can give will also be gladly forwarded.

THE CHANGING WORLD

By HAROLD G. HAND

(Reprinted from *Educational Leadership*, February 1948)

THE GENTLEMEN who write the books dealing with the school's public relations problems argue very plausibly that satisfied pupils produce satisfied patrons. They are even more convincing when they assert that dissatisfied youngsters are certain to infect their elders.

These considerations make it important that the school *know* instead of *guess* where it stands in reference to its status in regard to pupil satisfaction-dissatisfaction. No less important, teachers and administrators must discover what the specific attitudinal components of general pupil-dissatisfaction (and its opposite) actually are if they are to know instead of guess what needs to be done to make the feeling tone of the school and the community what they want it to be.

A study designed to eliminate guesswork in both of these respects has been completed this past year in an Illinois city of medium size. The findings of this study are now being put to work by the school people in this progressive community.

It may interest the readers of this column to note what some of these findings are. Although the study was conducted at the elementary and the junior high school as well as at the senior high school level, we shall here draw our illustrations only from the senior high school situation.

One of the questions requested the pupil to tell how well satisfied, "all things considered," he was with his school. Nearly two-thirds unequivocally declared themselves to be generally satisfied pupils. About one-tenth said that they were definitely dissatisfied. The remainder indicated that they were "on the fence" in this regard. These findings reliably

reflect the magnitude of the "feeling tone problem" in this particular school. Its faculty now knows how big a problem it has on its hands in this respect.

THIS faculty now also knows what particularized attitudes are respectively associated with general satisfaction and with general dissatisfaction with the school. If space permitted, two tendency sketches—one of the generally satisfied and the other of the generally dissatisfied pupil—would be offered at this point to indicate what these particularized attitudes were found to be. But space does not permit, so we shall reproduce here only a greatly abbreviated tendency sketch of the generally dissatisfied pupil.

The generally dissatisfied pupil:

1. Very markedly tended to feel that he is not "one of the gang" in his school; that, instead, he is more or less of a "nobody" or an "outsider" who didn't "count."
2. Very markedly tended to feel that he is unable to go to as many of the school parties, dances, plays, and athletic contests as he would like.
3. Very markedly tended to feel that the "poor kids" are left out of a lot of the fun at his school.
4. Tended to experience difficulty in finding the necessary money to bring to school, and to be hurt or ashamed because he cannot always do so.
5. Very markedly tended to feel that the teachers do not treat the pupils fairly and kindly.
6. Very markedly tended to feel that his teachers do not know him as a person.
7. Very markedly tended to feel that he is not learning very much

from his work.

8. Markedly tended to feel that but half or less of what he is studying will be of value to him in real life.

9. Very markedly tended to feel that but half or fewer of his teachers give him the help he needs with his school subjects.

10. Markedly tended to feel that he is in need of help from the school in reference to several types of personal problems.

We have here given but ten out of some twenty specific attitudes which characterize the generally dissatisfied pupils in the school in question. Enough have been noted, however, to suggest the desirability of such a study and analysis to any thoughtful teacher or supervisor who

is desirous of "reaching" all pupils—and of generating the right sort of talk around all the dinner tables in his community.

The operational demands of a changing world some quarter of a century ago forced business and industry to substitute systematic appraisal for guesswork in assessing the status of their public relations both without and within the plant. The Army and the Navy followed suit in reference to problems of troop morale in the recent war. The public relations problems of the public school are no less crucial than those of business, industry, and the military. How much longer will public school educators continue to guess about these matters when they could know?

CHANGE OF ADDRESS FORM

Those teachers who are changing schools, those teachers who are remaining in the same schools but are changing their post office address, and those teachers who are leaving the profession, are asked to fill in the change of address form as soon as they have the necessary information and send it to the Alberta Teachers' Association, Edmonton. Please help us in this matter. It is a legal requirement.*

NAME IN FULL.....

MAIDEN NAME (if married).....

DATE.....

HOME ADDRESS.....

ADDRESS during teaching year (1947-48).....

School District.....No.....

School Division.....

NEW ADDRESS (Teaching Year 1948-49).....

School District.....No.....

School Division.....

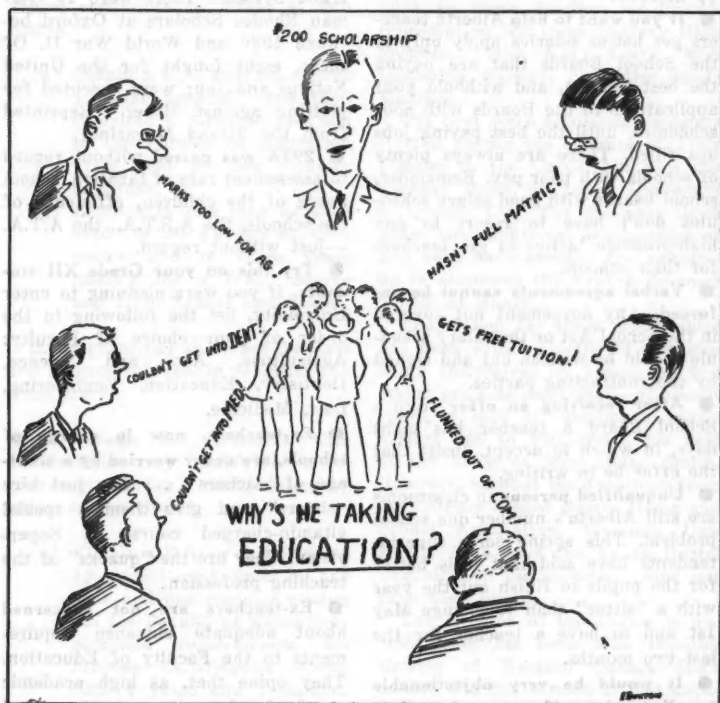
Salary..... Date engagement takes effect.....

*When a teacher enters upon any contract of engagement with the board of trustees of any school district in the Province of Alberta, he shall give notice forthwith in writing to the Secretary of the Association of the date of his proposed employment and the remuneration agreed upon, and in such case the board of trustees may employ the teacher unless and until the Association notifies him in writing that the teacher is not a member.—The Teaching Profession Act, 1935.

WHY ALBERTA IS SHORT OF TEACHERS



What they SAY on the Campus!



Even though these barbs apply to a very few, surely our education leaders are aware that so long as they apply to even one Ed. student, the whole profession will suffer.

NOTES and COMMENTS

- Alberta may be a wealthy province, but it can never be a great province if it controls education with fetters like 293A.
- Mr. F. J. C. Seymour of Calgary has been appointed by the Lieutenant-Governor-in-Council to the Board of Teachers' Retirement Fund. Mr. Seymour will complete the term left vacant by the resignation of Mr. C. O. Hicks of Edmonton, who has served on the Board since it was set up in 1939.
- If you want to help Alberta teachers get better salaries apply only to the School Boards that are paying the best salaries, and withhold your applications to the Boards with poor schedules, until the best paying jobs are filled. There are always plenty of schools with poor pay. Remember, school boards with good salary schedules don't have to resort to any high-pressure tactics to get teachers for their schools.
- Verbal agreements cannot be enforced. Any agreement not covered in the School Act or the salary schedule should be written out and signed by the contracting parties.
- After receiving an offer from a School Board a teacher has eight days, in which to accept. Insist that the offer be in writing.
- Unqualified persons in classrooms are still Alberta's number one school problem. This spring some superintendents have said that it is better for the pupils to finish out the year with a "sitter" than to change May 1st and to have a teacher for the last two months.
- It would be very objectionable to all teachers if a superintendent who prefers "sitters" to teachers, at any time, and, under any circumstances, should ever become a member of the staff of our Faculty of Education.
- Under 293A a number of municipal councils have taken steps to hold increases in school requisitions within the 20% limitation. The municipal councils complain to the Minister of Education who refers the complaint to the Deputy Minister of Municipal Affairs for investigation, and from whose decision there is no appeal—a revival of the old Family Compact idea.
- Does Education favor the Democratic System? There were 19 German Rhodes Scholars at Oxford between 1920 and World War II. Of these, eight fought for the United Nations and four were executed for plotting against Hitler. (Reprinted from the Strand Magazine).
- 293A was passed without regard to assessment rate of taxation, school needs of the children, efficiency of the schools, the A.S.T.A., the A.T.A.—just without regard.
- Try this on your Grade XII students. If you were planning to enter University, list the following in the order of your choice of Faculty: Agriculture, Arts and Science, Dentistry, Education, Engineering, Law, Medicine.
- Ex-teachers, now in charge of schools, are never worried by a shortage of teachers . . . they just hire "sitters" and give them a special vitamin-charged course in Supervision. They are the "quacks" of the teaching profession.
- Ex-teachers are not concerned about adequate entrance requirements to the Faculty of Education. They opine that, as high academic standards do not guarantee good teaching personnel, the academic yardstick should be eliminated altogether until the ideal way of selecting teachers is found. It's the old evasion policy of all or nothing!

Campus Notes

● Approximately 1000 elementary grade teachers are registered in the Faculty of Education in winter or summer sessions.

● Candidates for the High School Certificate will, when they have completed requirements, have credit in one more Arts and Science course than if a B.A. or B.Sc. degree had been obtained.

● A certificated teacher with Grade XII standing may obtain a High School certificate by either of two routes.

- (a) Obtain a B.A. or B.Sc. degree (3 year program) and then complete a 4-course program in the Faculty of Education (one year or two summer sessions), or
- (b) Begin with one year advance credit in the Faculty of Education and in three years qualify for a B.Ed. degree and High School certificate.

In program (a) there are 14 Arts and Science courses; in program (b) there are 13.

● A Grade XII graduate with matriculation may qualify for a degree and teacher's certification by either of two routes:

- (a) Obtain a B.A. or B.Sc. degree (3 years) and then in one year and one summer session (in the Faculty of Education) complete requirements for interim certification (total time 4 years and 1 summer session), or
- (b) Register in the Faculty of Education and qualify in 4 years for a B.Ed. degree and teacher's certificate.

Calgary City Travel Scholarships

A unique phase of educational endeavor is having its tenth anniversary this year. Ten years ago, for the first time, a travel scholarship of \$150 was offered by the Cercle Francais of Calgary for the purpose of improving relationships between French-speaking and English-speaking Canadians at the youth level.

The Cercle Francais, a group of Grade XII students and graduates particularly interested in the oral aspect of French, was organized in 1938 by three teachers of French representing the three Calgary High Schools— Miss Mary Clark, Miss Catherine Barclay, and Miss Jessie Maxwell.

The first seven scholarship winners studied during the summer at Trois Pistoles in the Gaspé, but now the winners study at Laval University in Quebec City. For the past three years two additional scholarships of \$50 each have assisted the runners-up in attending the French Summer School at Banff.

The money for these scholarships has been raised chiefly by the students themselves by means of two major projects each year—of recent years, a sale of homemade candy netting \$60 to \$90, and a tea held at the home of Miss Helen Smith. However, without the donations from the Calgary School Board, Home and School Association, Women's University Club, and the Youth Hostel Organization the objective could not have been raised.

The director of the Cercle in recent years has been Miss Dorothy Hawley of Western Canada High School. For her service in that capacity and for her efforts in the reorganization of the Calgary Branch of the Alliance Francais, she has recently been honored by the French Government with the title *Officier d'Academie*.

Faculty of Education, University of Alberta

Admitted to the Degree of

Master of Education.

BRUCE, William J., B.Ed.
CORNELIUSON, Arthur S., B.Ed.
EDWARDH, Melvin O., B.Ed.
FOWLER, T. Melvin, B.Ed.
McARTHUR, Russell, B.Ed.

The following were recommended to General Faculty Council for the BACHELOR OF EDUCATION degree and for the SENIOR DIPLOMA OF THE FACULTY OF EDUCATION and to the Minister of Education for the INTERIM HIGH SCHOOL CERTIFICATE:

First Class General Standing:

Robertson, Eunice Helen Ralston
Roberts, Stanley Sydney

Pass Standing

Ackroyd, Ammon Olsen
Allen, Jack Wadsworth
Ballantyne, James Thorburn
Black, Donald Burrows
Caouette, Aline Marie
Cassan, Bertha Bessie (nee Macklin)
Christy, Harold Odin
Dack, David Blake
Davidson, Barbara Frances
Davies, Gordon Francis
Davies, Isabelle Margaret
Doherty, Hugh Anthony
Duchak, John E.
Duff, Beth Elinor (nee Edwards)
B.A.
Farmer, Geraldine Mary
Gabert, Bernard
Garrett, Leonard James
Gish, Elmer Samuel
Hammond, John Arthur
Hodgson, Ernest Daniel
Irwin, Marion Elizabeth
Jones, George Vaughan
Kirkconnell, John Robert
Knight, Eric Herbert
Koroluk, Euphemia Esther

Lazaruk, William
LeFebvre, Roland Hermas
Loring, Marion Octavia

McAlpine, Roderick James
Matkin, Grant
Milton, Frederick Charles Dunning
Moysa, William
Murray, Thomas Howard

Paul, Glen Watson
Penny, Arthur Roderick
Peterson, Frank Wilmer
Potter, Emma Laura Victoria
Pylypow, Henry

Raboud, Guy Roger
Roberts, Glyndwr William
Ross, Hugh John McKim
Routledge, Robert Henry
Rudiak, Metro William

Shelton, Francis Drake
Shymko, Frank
Sills, Lloyd Frederick
Skirrow, Stanley John
Slettedahl, Edwin
Smith, David, B.A.
Smith, Hubert Melville
Smith, Murray Frank Robert
Stacey, Steven Wasyl

Taylor, John Bradford
Taylor, Roy Alexander
Thomas, Peter
Thorson, Thomas Donald
Torrance, Kenneth
Tymchuk, Charles

Urdal, Lloyd Bernhard

Ward, Mona Lee
Whitelaw, James Aitken
Wilkie, Albert Joseph
Wismer, Harry Donald, B.Sc.
Worbets, William Thomas
Yusep, John

The following were recommended to General Faculty Council for the JUNIOR DIPLOMA OF THE FACULTY OF EDUCATION and to the Minister of Education for the INTERIM SENIOR ELEMENTARY AND INTERMEDIATE SCHOOL CERTIFICATE:

Cromarty, Ruth Gibbs
King, Ethel Marguerite
Martinek, Anna

The following were recommended to General Faculty Council for the SENIOR DIPLOMA OF THE FACULTY OF EDUCATION and to the Minister of Education for the INTERIM HIGH SCHOOL CERTIFICATE:

Achtymichuk, John William

Beckett, Paul Ewing
Brown, George Lish Williams

Coates, Margaret Mary
Corbett, William Ray

Farmer, Virginia Eileen
Ferguson, Zella Lillian
Figur, Berthold
Forbes, John Allison

Gauthier, Charles McDonald

Harcourt, Andrew Gray
Higginson, Gordon Kenneth
Hill, Caldon Marshall
Hill, Ruth Marie
Hrehirchuk, Kost

Janssen, Minerva Elizabeth

Killeen, Clarence Edward
Komhyr, Mary

Larson, Anna Louise
LeScelleur, Philip Charles
Lynass, Agnes Macree

MacDonald, Ian Charles
McPherson, Kenneth Clarke

Macklin, Sydney Zenith
May, Claude Alma
Meleshko, Fred
Montgomery, Hugh King
Moren, Ellen Margaret

Nelson, Albert Emanuel

Olson, Edith Irene

Reid, Colleen Dorothy
Richards, Leigh Stanley
Ridley, Florence Mary

Seale, Miriam Elizabeth
Shore, Harold Michael
Spaner, Bernard
Sr. Mary Lucille Bonnie

Tingley, George Allen

Van Deelen, Wilma
Viens, Yvette Gertrude
Voghell, Louis Philip

Wilfart, Marie-Cecile
Wendt, Leon Frederick
Wright, Jack Robert

The following was recommended to General Faculty Council for the degree of BACHELOR OF EDUCATION IN INDUSTRIAL ARTS and for the SENIOR DIPLOMA OF THE FACULTY OF EDUCATION and to the Minister of Education for the INTERIM HIGH SCHOOL CERTIFICATE:

Carran, Raymond Clarence
Goode, Leonard Crawford
Jensen, John Christian
Leitch, Robert A.
Pearce, Robert A.

The following were recommended to General Faculty Council for the JUNIOR DIPLOMA OF THE FACULTY OF EDUCATION and to the Minister of Education for the INTERIM JUNIOR CERTIFICATE FOR THE HIGH SCHOOL.

Adamson, Martin Louis
Allan, Herbert Harold
Andruski, Nick
Appleton, Victor
Armstrong, Robert David
Bailey, Charles Anthony
Baker, Arthur Bernard
Bartman, Michael
Black, John Malcolm
Bonnell, Claire Madeline
Bracco, John David
Brooks, Willard Montgomery
Brown, Kenneth Earle
Burge, Charles Edward

Canniff, Richard Harold
Cardiff, Edith Julia
Chiswell, Albert Benton
Chohey, George
Christensen, Harold Haltrup
Clapperton, Edward Lorne
Collins, Percy Patrick
Cook, Gwyneth Madge
Cox, Philip James
Cunnings, Frederick Ernest
Davidson, Jean
Davies, Charles B.
Davies, Richard William
Deputat, Eugene
Diederichs, Valentine John
Duff, Donald James
Dushenski, William Alex

Ellis, David Taylor
Fisher, Jack Boyard
Fisk, Arthur Edward A.
Fitzpatrick, Wilfred James
Forsyth, Duane
Fraser-Smith, Jean Esther

Gans, Margaret Pamela
Gauld, Jeanne Bernice
Gee, Amy Olive Hester
Guild, Margaret Elizabeth
Gunderson, Alfred Sten
Hagglund, Florence Lillian
Halbert, Benjamin Gold
Hawthorne, Claude Harold
Henkel, William
Holowaychuk, Harry Samuel
Holtsman, Marjorie Sybil
Horner, Ruth
Hrynyk, Nicholas

Hulland, Ruth
Husband, Dorothy May

Jardine, Douglas Haig
Jenkins, Charles Amos
Kemp, Edward Wilson
Keyte, Eileen
Kiteley, James Walter
Kurylo, Fred
Kutzner, Armin
Kyle, Muriel Florence

Lazelle, John Harold
Leavitt, Stanley Alfred
Loewen, Frank
Lougheed, George M.
Luyckfassel, Norman Peter

McCall, Ralph Lewis
McCarthy, Sarah Theresa Marie
McCune, Maynard William
MacDermid, Eleanor Eileen
MacDonald, Donald Alexander
McLeod, Marie Elizabeth
McRae, Herbert Norman
Marshall, John Paul
Melnychuk, Rudolph Steve
Miller, Oscar Theodore
Molnar, Gwendoline McGregor
Musterer, Dorothy Helen

Nalder, William Love
Newsom, Harry Edwin
Perry, Jack
Prokopuik, Anne J.
Puffer, Marion Anne
Purcell, Jean
Read, Edwin Albert
Roberts, Margaret Laura
Roberts, Peter MacLaren
Rudko, Orest Daniel

Sauder, Enid Elnora
Saunders, Ethel Irene
Schmidt, Theodore Herman
Scott, Catherine Amelia Theresa
Selezinka, William N.
Sharlow, Harold
Sheremata, Anthony
Sidjak, Lydia
Sigsworth, Mildred June
Simbalist, Edward Nicholas
Singleton, Howard

Smith, Franklin Hyrum
 Smith, Iva Ethel
 Smith, John Buchanan
 Smith, William Paul
 Soneff, James
 Soprovich, William
 Steed, Elaine
 Stewart, Aletha Mae
 Stokoe, Mary Elizabeth
 Stolee, Elinor Kathryn
 Sr. Anne Alice Daly, B.A.
 (Dublin)
 Sr. Nora Cummins

Weldon, Helen Audrey
 Wetter, Wesley J.
 Williams, Carol
 Williams, Dorothy
 Willis, Robert Charles
 Wood, Marion Elva
 Yeomans, Clarence Edward
 Yeomans, Frydon Markland
 Young, Phyllis May
 Zytaruk, George

The following were recommended
 General Faculty Council for the
 BACHELOR OF EDUCATION DE-
 GREE and for the JUNIOR DI-
 PLOMA OF THE FACULTY OF
 EDUCATION and to the Minister of
 Education for the INTERIM SENIOR
 ELEMENTARY AND INTERMEDI-
 ATE SCHOOL CERTIFICATE:

McRoberts, Marion Strang

The following were recommended
 General Faculty Council for the
 degree of BACHELOR OF EDUCA-
 TION:

Halkett, Gavin
 Lavery, Charles Murray, B.A.
 Lewis, George Arthur
 McConkey, Hilda Maude, B.A.
 Richards, Cyril

Department of Education

Financial Assistance to Students

Under the terms of the Dominion-Provincial Youth Training Agreement (now incorporated in the Vocational Training Agreement) signed by the Minister of Education on behalf of the Province a limited sum of money is available for assistance to university students and nurses in training.

The larger portion, available for award to any student proceeding to a university degree, is administered by a committee at the University of Alberta and is customarily made by way of grant or loan in amounts ranging from \$50 to \$250 depending upon the need of the student and the number of demands on the fund. Awards are not normally made to first year students but rather to needy students who have manifested capacity in their first or later years. The Registrar of the University is secretary of the committee.

The smaller portion, available to nurses in training, is awarded largely as grants, on the recommendation of the heads of the training schools and the Registered Nurses' Association who bring cases of need to the attention of the Department.

Teachers and principals are at liberty to inform prospective university students or candidates for nursing regarding these funds.

During 1947-48 the number of students helped was 125 while the number of nurses in training assisted was 13. This is exclusive of the special assistance given to students in Education by way of payment of fees and scholarships.

Resolutions Submitted to the A.T.A. Education Co-ordinating Committee:

1. WHEREAS with modern curriculum and with modern teaching methods smaller classes of students are imperative, as well as more extensive plant and equipment and more generous supplies;

BE IT RESOLVED: That wherever, as for instance in Social Studies and Science classes, the laboratory method of teaching is called for, School Boards be urged to see

- (a) that classes are limited to a maximum of 25 students,
- (b) that every teacher has adequate classroom space for his work including a room of his own, and
- (c) that proper provision is made for the purchase of all necessary texts, references and supplies.

Disposition: Referred to the Trustees' Association and to the Superintendents for their information.

2. **BE IT RESOLVED:** That when curriculum revision is contemplated and testing program is undertaken, the A.T.A. representative on the committee concerned see that classroom teachers be given as much responsibility as is possible; and that, for this purpose, the Alberta Teachers' Association should foster the development throughout the Province of study groups within the Alberta Teachers' Association and that assistance and full publicity be given to their work through The A.T.A. Magazine.

Disposition: Endorsed by Executive.

3. WHEREAS a standing of "A" or "B" in General Mathematics 2

or General Science 2 entitles a student to take certain academic electives;

AND WHEREAS certain students who take General Mathematics 2 or General Science 2 obtain a proficiency which should entitle them to credit for the course even though falling below that which should be demanded as a prerequisite for Academic Electives;

THEREFORE BE IT RESOLVED: That the Department be urged to permit a "C" grading for credits in General Mathematics 2 and General Science 2.

Disposition: Referred to the High School Curriculum Committee, recommending support of the policy of reviewing the program for "C" students.

4. WHEREAS the present course of study is an inadequate guide;

THEREFORE BE IT RESOLVED: That a list of minimum attainments at the end of each grade in Science, Health and Social Studies be given.

Disposition: Tabled.

5. **BE IT RESOLVED:** That the *Premier Cours de Francais* be taken from the course, and *Cours Elementaire* substituted therefor; with the following division recommended:

1st year: First twenty-five lessons.

2nd year: Finish *Cours Elementaire* and cover first eight lessons of *Cours*

Moyen.

3rd year: Finish *Cours Moyen*.

Disposition: Deleted, as already in practice.

6. WHEREAS the Final French 3 paper is far too difficult for the students;

AND WHEREAS the course is too comprehensive for three years;

THEREFORE BE IT RESOLVED: That we go on record as being of the opinion that thorough teaching cannot be given when so much ground has to be covered.

Disposition: Referred to the High School Curriculum Committee, without comment.

7. **BE IT RESOLVED:** The French should be started in Grade VII or VIII, and a continuous study of the language made right through to Grade XII.

Disposition: Tabled.

8. **RESOLVED:** That a request go through the Alberta Teachers' Association that a selected and annotated list of films suitable for Social Studies 1, 2, and 3, be included in the Social Studies Bulletins and eventually in the Course of Study.

Disposition: Tabled.

9. **RESOLVED:** That students passing Grade IX with "C" standing and an "A" or "B" standing in Mathematics be not required to take General Mathematics 1 before proceeding to Algebra 1 or Geometry 1.

Disposition: Deleted, already dealt with by the High School Curriculum Committee.

10. **BE IT RESOLVED:** That some practical course in Agriculture be instituted as an option in intermediate schools.

Disposition: Referred to the Intermediate Curriculum Committee, without comment.

11. WHEREAS those students entering Grade X with a General "C" standing are now required to take General Science and General Mathematics and;

WHEREAS these students may be fundamentally weak in English;

THEREFORE BE IT RESOLVED: That a course in English 1 for "C" students be added to the High School Curriculum, and that it be taught in very close association with the technical and general electives.

Disposition: Referred to the High School Curriculum Committee.

12. WHEREAS within the past three years the Department has changed the prescribed textbooks in Arithmetic and Language of Division II at least twice, thereby entailing unnecessary expenses to the parents of the Province;

AND WHEREAS neighboring provinces supply pupils with free textbooks;

BE IT RESOLVED: That the Department from now on supply free textbooks in all subjects for Divisions I and II.

Disposition: Tabled.

13. WHEREAS the Department has at many times in the past prescribed textbooks which were not available at the School Book Branch until very late in the December term;

AND WHEREAS chaos and disorganization often result in classrooms where prescribed textbooks are not available;

AND WHEREAS the lack of such prescribed textbooks throws an unnecessary and surplus load on the shoulders of the teacher;

THEREFORE BE IT RESOLVED: That in the future no books be prescribed as texts unless such books are available at the School Book Branch in sufficient numbers for all pupils of the Province likely to follow courses where such prescribed textbooks are needed.

Disposition: Tabled.

14. WHEREAS school broadcasts are bound to play an ever-increasing role in the schools of the Province;

AND WHEREAS the present school broadcasts are very much limited to the minor and easier points of the programmes of studies;

AND WHEREAS school broadcasts could facilitate the task of teachers in rural areas in bringing into the classrooms glimpses of remote geography, industries, etc.;

AND WHEREAS school broadcasts are lacking in colour and ideas when literally thousands of teachers could be called upon to organize and take part in these broadcasts;

THEREFORE BE IT RESOLVED: That the Department spare no effort or money to make these school broadcasts really worth the while; that stress be applied to correlate more closely the school broadcasts with the various courses of students; and that steps be taken to evolve a scheme whereby the best qualified teachers in the Province be made to contribute to the school broadcasts at the expense of the Department.

Disposition: Referred to the Department of Education without comment.

15. WHEREAS few rural schools have access to public libraries for general reference books;

AND WHEREAS rural teachers are often handicapped through lack of accessibility to general reference material;

AND WHEREAS in this modern age general reference books like the Webster Dictionary, and Encyclopaedia Britannica, etc., are a "Must" in educational matters;

THEREFORE BE IT RESOLVED: That the Department of Education see to it immediately that all high schools, at least, of the Province, be supplied with these essential general reference books.

Disposition: Tabled.

16. WHEREAS come recommended high-school textbooks are often of unknown and limited value to teachers and pupils;

THEREFORE BE IT RESOLVED: That, along with the Requisition List, the School Book Branch include a short book review giving at least the chapter headings for all new books being prescribed as textbooks or reference books.

Disposition: Tabled.

17. BE IT RESOLVED: That the Department of Education be requested to publish skeleton reviews of books prescribed as textbooks or as reference books through the School Book Branch.

Disposition: Referred to Department of Education.

18. WHEREAS under the present intermediate program, the Grade IX course is not authorized in a

one-room school, except at the discretion of the Supervisor of Schools;

AND WHEREAS a large proportion of the students in rural schools complete Grade VIII at or under 14 years of age;

AND WHEREAS in the majority of schools enrolments in the intermediate grades are not large enough to provide for socialized activities;

THEREFORE BE IT RESOLVED: That in the redrafting of the Curriculum for the intermediate grades VII, VIII and IX, careful consideration be given, so as to provide for a full three-year course in intermediate grades in all schools.

Disposition: Tabled.

19. BE IT RESOLVED: That the Annual General Meeting go on record favoring ten credits per year in high-school English.

Disposition: Referred to A.T.A. Education Co-ordinating Committee for further investigation and report.

20. BE IT RESOLVED: That the High School Regulations be amended to call for 100% time.

Disposition: Tabled.

21. BE IT RESOLVED: That the A.T.A. Education Co-ordinating Committee recommend to the Executive that the A.T.A. request the Board of Teacher Education and Certification to consider the advisability of a simplification in the classification of certificates now held by the teachers in the Province of Alberta.

Disposition: Referred to the A.T.A. representative on Board of Teacher Education and Certification.

22. WHEREAS School Boards and Negotiating Committees are having difficulty in evaluating Shop certificates on a single salary schedule;

AND WHEREAS this works a hardship on a teacher who has taken considerable training and wishes to continue his training;

THEREFORE BE IT RESOLVED: That the Curriculum Committee of the Department of Education and the Faculty of Education be petitioned to make an equitable adjustment for the Industrial Arts teachers, the technical teachers, and other teachers engaged in technical work.

Disposition: Tabled, covered by resolution already sent to the Board of Teacher Education and Certification.

23. BE IT RESOLVED: That the General Secretary be requested to bring in a report to the A.G.M. on resolutions dealing with the curriculum, and/or other matters pertaining to activities of educational committees in the past years.

Disposition: That the General Secretary be asked to explain in a general report to the Annual General Meeting the means by which the members of the Alberta Teachers' Association are informed of the disposition of curriculum resolutions.

24. BE IT RESOLVED: That the Alberta Teachers' Association be requested, as part of its publicity campaign with the Alberta Educational Council to stress that teachers cannot do proper work in a modern school system with more than thirty (30) students per class.

Disposition: Tabled, already covered.

Fourth Statistical Report Grade X Survey Tests

By C. SANSOM, Ph.D.

Dr. Sansom, President of the A.T.A., 1943 to 1945, and Director of the Calgary Branch of the Faculty of Education up to his retirement in June 1947, has been in charge of the five-year testing program for pupils entering Grade X.

IN AN attempt to get objective evidence on the much discussed question as to whether the grounding of high school pupils in the lower grades preparatory to entering high school is improving or declining, the A.T.A. sometime ago decided to put on a five-year testing program for pupils entering Grade X. The plan is to give identical tests in Mathematics, Science, English usage, Social Studies, and vocabulary for at least five years, and to examine the results for indications of trends. A large sampling of Grade X students is taken each year from every type of school in which this grade is taught. The tests were first given in October, 1943, and the results were published in this magazine in July, 1944. The 1944 statistics, and comparisons with 1943, appeared in November, 1945. The third giving of the tests in October, 1945, was reported in this magazine as of September-October, 1947. In this report and the tables appended hereto will be found the results of the 1946 tests and comparisons with former years, especially with the basic year, 1943. (See Tables 11 to 15 inclusive and 19 and 20).

It should be noted that the first giving of the tests in 1943 merely set up a standard for later comparisons. Hence to get a spread of five year-intervals it will be necessary to administer the tests six times. They were given for the fifth time in October, 1947, and the results are now being tabulated. They will be given for the sixth and last time, according to present plans, in October of this year.

THE 1946 TEST RESULTS

The tabulated 1946 scores will be found in Tables 1 to 10 below. Tables 1, 3, 5, 7, and 9 give the test scores in the five subjects for boys and girls separately and combined. Tables 2, 4, 6, 8, and 10 give percentile scores over the whole range of talent for boys and girls separately and combined. A fifth column has been added to the percentile tables to show the percentile difference between girls and boys at each of the selected percentile points. In these columns, as in all the tables bearing on sex differences, a plus sign means that the boys were better than the girls, and a minus sign that the girls were better than the boys.

SEX DIFFERENCES

REFERENCE to the even-numbered percentile tables shows that the girls led the boys easily in vocabulary in 1946 (Table 2), and that the customary lead of the girls in English usage (Table 6) was well maintained. In Mathematics (Table 4) the boys moved rather strongly in the lead in 1946, and they were

again about as far ahead of the girls in Science (Table 8) and Social Studies (Table 10) as they have always been.

The differences between the boys and the girls expressed in terms of the *means* of the distributions will be found in Tables 17 and 18 for the four years in which the tests have been given. Table 18 gives the critical ratios corresponding to the mean differences in Table 17. It is assumed in this report that a critical ratio of *three* is necessary to establish a real difference between the means as opposed to a difference that might be due to chance. On this basis it is only in English usage, Science and Social Studies that unmistakable sex differences occur, and this quite uniformly from year to year.

COMPARATIVE RESULTS, 1943 to 1946

Tables 11, 12, 13, 14, 15, 19, and 20 are the important ones bearing on the primary purpose of this study as set forth in the first paragraph above. Tables 11 to 15 inclusive show the comparative percentile results for the total scores (boys and girls combined) over the whole 1943-1946 period. Table 19 gives the comparative mean scores for the three time periods 1944-1943, 1945-1943, and 1946-1943. Table 20 shows the critical ratios corresponding to the mean differences in Table 19.

A plus sign in these tables shows that there was a gain over the period in question. A minus sign shows that the difference was a loss.

Of the 65 computed percentiles in Tables 11 to 15 (not counting P_{100} and P_0 , which are used to mark the limits of the range) 42 show an improvement in 1946 over 1943, and 23 show a loss. The corresponding

figures in 1945 as compared with 1943 were 37 and 28.

From these percentile tables it will be seen that over the whole period Mathematics, Science, and English improved, while Vocabulary and Social Studies registered a decline.

The steady fall in the Social Studies results over the whole period is one of the most striking features of the study so far. All the percentile figures for Social Studies are given in Table 15, and also the decline over the three-year period in the last column of the table.

Table 19 shows the differences in the means for the three time periods indicated. It will be seen that the differences for Mathematics, English usage, and Science are uniformly positive, for Vocabulary and Social Studies uniformly negative.

But the corresponding critical ratios set forth in Table 20 show that neither the decline in Vocabulary nor the improvement in English over the whole period (last column) is large enough to be taken as significant. In Mathematics, Science and Social Studies real differences are emerging, differences which are definitely in the right direction for Mathematics and Science, and just as definitely in the wrong direction for Social Studies.

CONCLUSION

The over-all picture of the state of education in this province in grades below the tenth as disclosed by this series of tests is definitely encouraging for the period under review. The only really unfavorable feature is the falling away in Social Studies. It would be interesting to know the reason for this exceptional situation.

TABLE 1 — VOCABULARY SCORES
Grade X Survey Tests, October, 1946

Score	Girls	Boys	Total
55-60	13	10	23
50-54	41	29	70
45-49	70	52	122
40-44	91	59	150
35-39	105	86	191
30-34	145	85	231
25-29	142	109	251
20-24	125	119	244
15-19	68	68	136
10-14	15	19	34
5-9	1	1	2
Total	816	636	1452

TABLE 2 — VOCABULARY PERCENTILE SCORES
Grade X Survey Tests, October, 1946

Percentile Points (1452)	All Scores Girls (816)	Boys (636)	Difference Boys-Girls
P100	60.50	60.50	60.50
P97	53.03	53.10	-0.17
P90	47.36	47.33	-0.40
P80	41.99	42.35	-0.32
P75	39.87	40.10	-1.12
P70	37.65	38.08	-0.95
P60	33.96	34.45	-0.49
P50	30.82	31.47	-0.74
P40	27.82	28.63	-1.86
P30	24.93	25.76	-1.86
P25	23.45	24.30	-1.73
P20	21.97	22.67	-1.44
P10	18.78	19.32	-1.52
P5	14.78	15.12	-0.86
P0	4.50	4.50	4.50

TABLE 3 — MATHEMATICS SCORES
Grade X Survey Tests, October, 1946

Score	Girls	Boys	Total
42-44		2	2
39-41	1	0	1
36-38	4	7	11
33-35	13	7	20
30-32	21	21	42
27-29	28	27	55
24-26	41	49	89
21-23	59	68	117
18-20	94	78	172
15-17	114	85	199
12-14	124	76	200
9-11	118	80	198
6-8	97	52	149
3-5	34	37	71
0-2	6	5	11
Total	752	582	1334

TABLE 4 — MATHEMATICS PERCENTILE SCORES
Grade X Survey Tests, October, 1946

Percentile Points (1334)	All Scores Girls (752)	Boys (582)	Difference Boys-Girls
P100	44.50	41.50	44.50
P97	32.00	31.85	32.15
P90	26.32	26.75	-0.43
P80	22.22	21.24	0.98
P75	20.51	19.77	21.72
P70	19.35	18.57	20.28
P60	17.08	16.40	18.05
P50	15.07	14.43	15.95
P40	13.07	12.61	13.82
P30	11.06	10.75	11.52
P25	10.05	9.80	10.45
P20	9.04	8.84	9.34
P10	6.53	6.59	6.43
P5	3.73	3.96	3.73
P0	0.00	0.00	0.00

TABLE 5 — ENGLISH SCORES
Grade X Survey Tests, October, 1946

Score	Girls	Boys	Total
95-100	19	8	27
90-94	62	26	89
85-89	110	52	162
80-84	143	69	212
75-79	167	89	256
70-74	187	107	294
65-69	75	102	177
60-64	47	82	129
55-59	29	49	78
50-54	13	15	28
45-49	3	7	10
40-44	1	2	3
35-39			
Total	827	645	1472

TABLE 6 — ENGLISH PERCENTILE SCORES
Grade X Survey Tests, October, 1946

Percentile Points (1472)	All Scores Girls (827)	Boys (645)	Difference Boys-Girls
P100	100.50	100.50	100.50
P97	95.54	94.58	92.38
P90	85.54	89.47	86.57
P80	84.11	85.71	82.38
P75	82.38	83.58	79.18
P70	80.54	82.54	77.62
P60	77.53	79.65	74.22
P50	74.84	77.15	71.21
P40	72.05	74.67	68.13
P30	69.15	72.05	64.27
P25	67.07	70.43	63.11
P20	64.98	69.38	61.15
P10	59.45	63.40	55.67
P5	51.42	55.55	47.95
P0	34.50	39.50	34.50

TABLE 7 — SCIENCE SCORES
Grade X Survey Tests, October, 1946

Score	Girls	Boys	Total
57-60		5	5
54-56	5	6	11
51-53	1	32	33
48-50	19	35	54
45-47	41	83	124
42-44	73	83	156
39-41	88	105	193
36-38	126	177	243
33-35	123	80	203
30-32	122	52	174
27-29	83	34	117
24-26	38	14	52
21-23	22	7	29
18-20	7	0	7
15-17	2	2	4
Total	760	573	1333

TABLE 8 — SCIENCE PERCENTILE SCORES
Grade X Survey Tests, October, 1946

Percentile Points (1333)	All Scores Girls (760)	Boys (573)	Difference Boys-Girls
P100	60.50	55.50	60.50
P97	50.35	47.83	52.54
P90	46.34	44.09	48.93
P80	43.02	41.06	44.96
P75	41.76	39.76	40.00
P70	40.68	38.48	42.76
P60	38.61	36.80	40.89
P50	35.72	35.09	37.17
P40	34.81	33.23	37.30
P30	32.84	31.37	35.08
P25	31.71	30.43	33.17
P20	30.60	29.50	32.94
P10	27.62	26.75	29.86
P5	23.80	22.38	25.25
P0	14.50	14.50	14.50

TABLE 9 — SOCIAL STUDIES SCORES
Grade X Survey Tests, October, 1946

Score	Girls	Boys	Total
75-80	8	11	19
70-74	15	35	50
65-69	48	57	105
60-64	96	95	191
55-59	148	101	249
50-54	137	112	249
45-49	115	68	183
40-44	100	42	142
35-39	83	33	96
30-34	49	20	69
25-29	31	6	37
20-24	19	19	38
15-19	13	3	16
10-14	2	3	5
5-9	1		1
Total	830	591	1421

TABLE 10 — SOCIAL STUDIES PERCENTILE SCORES
Grade X Survey Tests, October, 1946

Percentile Points (1421)	All Scores Girls (830)	Boys (591)	Difference Boys-Girls
P100	80.50	80.50	80.50
P97	71.84	68.97	73.54
P90	65.81	63.61	68.35
P80	61.48	60.06	62.70
P75	59.62	57.96	62.14
P70	58.17	56.86	60.59
P60	55.35	53.70	57.65
P50	52.46	50.67	54.67
P40	49.61	47.28	52.02
P30	46.77	43.55	49.30
P25	45.53	41.48	47.13
P20	41.13	39.74	44.96
P10	34.51	31.88	37.80
P5	24.04	22.12	26.26
P0	4.50	4.50	4.50

TABLE 11 — PERCENTILES, TOTAL SCORES

1943 and 1946 Grade X Survey Tests VOCABULARY				
Percentile Points	1943 (2194)	1946 (1452)	Difference 1946-1943	
P100	60.50	60.50		
P97	52.78	53.03	+0.25	
P90	47.68	47.36	-0.32	
P80	42.57	41.99	-0.58	
P75	40.46	39.57	-0.89	
P70	38.47	37.65	-0.82	
P60	34.73	33.96	-0.77	
P50	31.51	30.82	-0.69	
P40	28.38	27.82	-0.56	
P30	25.37	24.93	-0.44	
P25	23.77	23.45	-0.32	
P20	22.08	21.97	-0.11	
P10	18.35	18.97	+0.62	
P5	14.52	14.78	+0.26	
P0	4.50	4.50		

TABLE 12 — PERCENTILES, TOTAL SCORES

1943 and 1946 Grade X Survey Tests MATHEMATICS				
Percentile Points	1943 (2194)	1946 (1334)	Difference 1946-1943	
P100	41.50	44.80		
P97	29.52	32.00	+2.48	
P90	23.80	26.32	+2.52	
P80	18.54	22.22	+3.68	
P75	17.97	20.51	+2.54	
P70	16.74	19.35	+2.61	
P60	14.59	17.08	+2.49	
P50	12.81	15.07	+2.26	
P40	11.02	13.07	+2.05	
P30	9.42	11.06	+1.64	
P25	8.52	10.05	+1.53	
P20	7.76	9.04	+1.28	
P10	5.84	6.53	+0.69	
P5	3.98	3.78	-0.20	
P0	0.00	0.00		

TABLE 13 — PERCENTILES, TOTAL SCORES

1943 and 1946 Grade X Survey Tests ENGLISH				
Percentile Points	1943 (2202)	1946 (1472)	Difference 1946-1943	
P100	100.50	100.50		
P97	92.87	93.84	+0.97	
P90	87.43	88.54	+1.11	
P80	83.21	84.11	+0.90	
P75	81.66	82.38	+0.72	
P70	80.12	80.64	+0.52	
P60	77.18	77.63	+0.45	
P50	74.25	74.84	+0.59	
P40	71.23	72.05	+0.82	
P30	67.84	69.15	+1.31	
P25	65.91	67.07	+1.16	
P20	63.83	64.99	+1.16	
P10	58.43	59.45	+1.02	
P5	51.24	51.42	+0.18	
P0	35.53	34.50	-1.03	

TABLE 14 — PERCENTILES, TOTAL SCORES

1943 and 1946 Grade X Survey Tests SCIENCE				
Percentile Points	1943 (2205)	1946 (1333)	Difference 1946-1943	
P100	60.50	60.50		
P97	49.13	48.94	-0.19	
P90	46.15	44.34	-1.81	
P80	41.74	42.02	+0.28	
P75	40.48	41.76	+1.28	
P70	39.24	40.48	+1.24	
P60	37.15	38.61	+1.46	
P50	35.80	36.72	+0.92	
P40	33.15	34.31	+1.16	
P30	31.21	32.84	+1.63	
P25	30.15	31.76	+1.60	
P20	28.85	30.60	+1.75	
P10	26.85	27.62	+0.77	
P5	21.60	23.50	+1.90	
P0	11.50	14.50	+3.00	

TABLE 15 — PERCENTILES, TOTAL SCORES

1943 and 1946 Grade X Survey Tests SOCIAL STUDIES				
Percentile Points	1943 (2205)	1944 (1853)	1945 (2270)	1946 (1421)
P100	80.50	80.50	80.50	
P97	74.08	73.08	72.87	-1.21
P90	68.70	67.64	67.63	-1.07
P80	64.24	63.25	63.25	-1.00
P75	62.70	61.70	61.49	-1.21
P70	61.05	60.15	59.72	-1.33
P60	57.89	57.23	56.49	-1.40
P50	54.85	54.33	53.51	-1.34
P40	51.75	50.92	50.18	-1.57
P30	48.33	47.37	46.75	-1.58
P25	46.24	45.58	45.00	-1.24
P20	44.02	43.29	42.56	-1.46
P10	37.39	36.79	36.26	-1.13
P5	29.41	28.83	27.66	-1.17
P0	14.50	4.50	14.50	

TABLE 16 — STATISTICS OF THE MEANS

Grade X Survey Tests, October, 1946				
	Vocab.	Math.	Eng. Science	Soc. St.
Total All Scores	1452	1334	1472	1333
Scores Girls	816	752	827	760
Boys	636	582	645	573
Possible Score	60	50	190	60
Mean All Scores	24.20	26.68	27.30	22.22
Scores Girls	22.54	25.37	26.84	25.16
Boys	21.91	24.45	27.93	23.89
Sigma All Scores	10.65	7.57	11.10	7.19
(Dist.) Girls	10.56	7.32	9.96	6.74
Boys	10.85	7.84	11.63	7.19
Sigma All Scores	279	208	289	197
(Means) Girls	370	367	346	244
Boys	430	324	458	479
P.E. All Scores	1.98	1.41	1.95	1.33
(Means) Girls	250	180	233	165
Boys	290	219	309	220

TABLE 17 — MEAN DIFFERENCES, BOYS - GIRLS

1943, 1944, 1945, 1946 Grade X Survey Tests				
SUBJECT	1943	1944	1945	1946
Vocabulary	+0.15	-0.72	-0.28	-1.13
Mathematics	+0.25	+0.73	+0.12	+1.08
English	+0.74	+1.18	+0.75	+1.81
Science	+4.43	+4.28	+4.24	+3.86
Social Studies	+5.44	+4.33	+5.68	+4.76

TABLE 18 — CRITICAL RATIOS, BOYS - GIRLS

1943, 1944, 1945, 1946 Grade X Survey Tests				
SUBJECT	1943	1944	1945	1946
Vocabulary	0.32	1.36	0.60	1.92
Mathematics	0.81	2.08	0.38	2.57
English	10.09	8.14	9.27	10.12
Science	14.87	13.77	13.81	9.97
Social Studies	11.31	7.87	11.81	7.39

TABLE 19 — COMPARATIVE RESULTS

MEAN DIFFERENCES Grade X Survey Tests				
SUBJECT	Mean Difference 1944-1943	Mean Difference 1945-1943	Mean Difference 1946-1943	
Vocabulary	-0.37	-0.52	-0.35	
Mathematics	+0.41	+0.86	+1.94	
English	+0.34	+0.27	+0.86	
Science	+0.51	+0.84	+1.52	
Social Studies	-0.51	-1.44	-2.76	

TABLE 20 — COMPARATIVE RESULTS

CRITICAL RATIOS Grade X Survey Tests				
SUBJECT	Critical Ratio 1944-1943	Critical Ratio 1945-1943	Critical Ratio 1946-1943	
Vocabulary	1.05	1.60	0.97	
Mathematics	1.80	1.23	7.55	
English	0.90	0.82	1.31	
Science	2.80	3.80	6.06	
Social Studies	1.36	4.95	8.75	

The Underpaid Rural Teacher

This teacher has taught for some years in a rural school and doesn't like it—because of low salaries, poor living conditions and alleged discriminatory practices blocking promotion to a town or city.

I HAVE been a rural school teacher for a number of years. Many of my friends have asked me, "Why don't you get a town school where the salary is so much better, the work so much easier, and where many more comforts and conveniences are available? If a Saskatchewan or Manitoba teacher can come into Alberta and get a position in a town school without even attending summer school surely you teachers in Alberta should have no trouble securing a town school?" My only answer to such a question is, "The foreign teachers and ex-teachers are hired to fill the town schools in preference to the Alberta teacher."

The above statement, made so often by my friends, has set me to thinking and the more I think about it the more I am convinced that there is something wrong with our present set-up. I would like someone to answer this question. Why can married ex-teachers who have been out of the teaching profession for 12 to 14 years as well as foreign teachers take the better positions away from the Alberta teachers who have many years of teaching experience in Alberta as well as keeping up to the modern methods of teaching by attending Summer School periodically. We who have experience and have been educated for the job of teaching in Alberta schools are given the poorer, less important jobs in preference to the antiques and foreigners who are not at all familiar with our curriculum or methods of teaching.

I ask you, "Does the above mentioned set-up appear fair to you?" Do you think it is very encouraging to the young teacher just out of Normal? I should think if this was my first year of teaching I would most certainly say to myself, "This is my last year of teaching unless this system is changed and changed soon." Unfortunately it is too late for me to say that now as I consider myself much too old to take up a new profession. The best years of my life have been spent in the teaching profession and I guess the rest of them will be spent there too.

WHAT IS being done about the present set-up of importing foreign teachers and hiring the antiques to fill our town school positions. Who is to blame for such a set-up? Apparently there is nothing being done about it and I am not positive who is to blame. However, I will say that our local A.T.A. Executive or our Councillors, or the superintendent, or the School Board, or the Department of Education could do much about it. This is a challenge to them to see that something is done to protect the Alberta schools from being invaded by foreigners and old ex-teachers.

There is something else that I would like to bring to the attention of all rural teachers. It is the unfairness of the rural teacher's salary as compared with that of the town teacher. In most of the town schools the maximum number of grades per teacher is three many having only one or two. In the rural schools the maximum is nine grades per teacher. Let us now make a brief comparison between the work of the rural and town teacher. The rural teacher has at least three times and sometimes nine times as many grades consequently having three to nine times

the work in preparing lessons, etc. If the rural teacher does three to nine times the work and spends three to nine times as much time in doing so; then don't you think he should be paid three to nine times as much as our town teachers? Take two truck drivers for instance. The driver who drives 16 hours a day is paid more than twice as much as the driver who drives only 8 hours. The same thing applies in nearly all lines of work with the exception of teaching and why shouldn't it apply here? Why should I do three times the work of another teacher and still get less pay?

WHAT IS being done about this and who is to blame? This time the blame can be honestly placed on the councillors or the salary committee. Why isn't there anything being done about it? In this division (Vermilion) it is quite easy to understand that. Our executive is completely comprised of urban teachers. Would they want the rural teachers to have a higher salary than they have? Oh no, that would be degrading and shameful to the town teacher. Up until last year the rural teacher was paid much less than the town teacher and our executive was quite content to let it continue that way. However the school board felt sorry for us poor rural suckers and placed us on an equal basis with our urban friends. Did that ever hurt their pride, and how!

In my opinion the rural teacher should receive at least \$500.00 more than the town teacher in accordance to the inconveniences, discomforts and extra work performed. Do you not agree with me?

Come on then rural fellow sufferers and get behind this cause. If we wait for our urban salary committee to do something about this we will be old and gray drawing our pensions before they even give it a thought.

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OUR LIBRARY . . .

BOOK REVIEW

LEADING CANADIAN POETS

Edited by W. P. Percival,
Ph.D., LL.D.

Published by Ryerson Press
271 Pages.

FILLING A definite need for interesting and precise information on the lives of our principal poets, *Leading Canadian Poets* is a valuable handbook for teachers, speakers, writers and others interested in Canadian Literature.

Dr. Percival's series of biographies, which appeared in *The Educational Record*, a magazine for Quebec teachers, was designed to give practical assistance to teachers to encourage them in the more generous use and study of Canadian poets.

Following an excellent introduction on the characteristics of Canadian poetry are chapters on such eminent Canadians as, Bliss Carman, Katherine Hale, Pauline Johnson, Archibald Lampman, Charles Mair, Marjory Pickthall, Sir Charles G. D. Roberts, Duncan Campbell Scott, Robert Service, W. H. Drummond and many others. These biographies are of special interest, because with two exceptions, they have been written by persons who knew the authors personally, and have thus had an opportunity of observing their ways, or by those who have made special studies of them. Very useful are the check lists at the end of each chapter which include only those editions and collections most readily available.

Teachers will find *Leading Canadian Poets* an informative, well written book for reference and enlightenment.

RECENT ADDITIONS TO THE LIBRARY

1. CANADA: A Study of Cool, Continental Environments and Their Effect on British and French Settlement, by Griffith Taylor. This book will be welcomed by Canadians as the first study of its kind by a resident geographer. The Book of Society of Canada is the Canadian distributor for the book.

2. IN SEARCH OF ENGLAND by H. V. Morton, School Edition. This abridgement contains three-fifths of the original text, eight of the original illustrations and the endpaper map. It is recommended by the Book Society of Canada as suitable for English study in Intermediate forms of the secondary school, as containing the meat of the original book, which has gone through 36 printings.

3. WORDS ARE IMPORTANT: Vocabulary Improvement for Senior Students, by H. C. Hardwick. The copy enclosed is the second printing within a month of this little book, which appears to fill a need in most of the provinces for a book that will send senior students to the dictionary, and impress upon them the value of vocabulary improvement.

4. LAW IN ACTION: Edited by Amicus Curiae. Everyone will relish this anthology, which presents the unique dramas the law has provided throughout history. Included are forty-three frequently exciting and always entertaining stories about famous trails and cases—by McCauley, Alexander, Woolcott, Balzac, Scott, Arthur Train, Arthur Koestler, Erica Mann, Robert Graves, Carl Sandburg, and many others. This is a Book-of-the-Month Club selection.



Official Bulletin, Department of Education

No. 114

TEACHING CERTIFICATES:

The High School Regulations for 1947-48 contain on page 30 information on General Teaching Certificates. Two certificates are starred, indicating permissive extension of teaching privileges beyond their normal range of grades, namely,—

Junior Certificate for the High School.

Elementary and Intermediate School Certificate (old style).

When this section is reprinted in the 1948-49 High School Regulations the stars will be removed, that is to say Junior Certificate for the High School will be valid in Grades VII to XI only; the Elementary and Intermediate School Certificate (issued prior to 1946) will be valid in Grades I to X only.

TEACHER TRAINING SCHOLARSHIPS:

Early in May sheets of information regarding the Department of Education Teacher Training Scholarships were sent out to all schools in which there are Grade XI or Grade XII students. Two hundred scholarships are available for 1948, in the amount of \$200.00 each. One hundred and eighty of these scholarships are available to candidates enrolling in the one-year programme leading to the Junior Elementary and Intermediate School Certificate. The other twenty scholarships will be available to candidates enrolling in the *first* year of the two-year programme leading directly to the Senior Elementary

and Intermediate School Certificate.

All principals are urged to bring these scholarships to the attention of Grade XII students not only by placing the sheet of information on the bulletin board but also by making a special announcement in the schools.

If any school was overlooked, or if the notice was not received the principal should notify the Department of Education at once.

SCHOOL BROADCASTS

The fall schedule of School Broadcasts is presented so that teachers may note the wide variety of topics in the coming programs, and arrange their timetables to take advantage of them.

Beginning Friday, October 1, 1948, the following stations will carry the complete schedule of broadcasts: CKUA, CJCJ, CFBP (delayed one week); CBX will carry all the afternoon broadcasts.

Monday

11:00-11:15 Current Events,
Grades VII - XI.

2:00- 2:05 Programme News to
Parents.
Up - to - the - minute
news about school
radio.

2:05- 2:30 Elementary Music,
Grades I - VI.
Songs and Rhythmic
games.

Tuesday

- 11:00-11:15 Musical Playtime,
Grades I - VI.
2:00- 2:30 Western Gateways,
Grades IV - VI.
Dramatizations of the
development of the
west.

Wednesday

- 11:00-11:15 Today's Horizons,
Grades X - XI.
Men who fought for
freedom.
2:00- 2:15 Through the Magic
Door, Grades I - IV.
Stories for fun and
information.
2:15- 2:30 Speech Explores,
Grades III - VI.
Choral speech train-
ing through poems.

Thursday

- 11:00-11:15 Oral French,
Grades X - XI.
2:00- 2:30 Intermediate Music,
Grades VII - IX.

Friday

- 11:00-11:15 Books Alive, Grades
IX - XI.
Dramatized selections
from the course.
2:00- 2:30 National Series: (to
run consecutively).
Canadian Stories,
Grades V - IX.
Children of the Em-
pire, Grades IV - VI.
Our National Serv-
ices, Grades V - IX.
Symphony Concert,
Grades X - XII.

TIMELY AUDIO-VISUAL AIDS

During the spring and early summer months many young people and some teachers will be especially interested in matters having to do with sports.

PLAY BALL, SON (T-324) is the teaching of one of the great expon-

ents of the North American game through demonstrations by a team of fourteen years old boys, whom he has trained. It can be of remarkable assistance in showing members of a baseball (hardball) team how to improve their game and should be of great help to a coach.

The films DASHES, HURDLES, AND RELAYS (T-180), JUMPS AND POLE VAULT (T-292), and WEIGHT EVENTS (T-373N), produced under the guidance of an Olympic coach and professor of physical education, have been designed to teach skills in these track and field sports to junior and senior high school boys.

Descriptions for the above and all titles in the Audio-Visual Aids Branch library appear in "Description List of 16mm. Sound and Silent Motion Picture Films" which has been printed recently and should be in the hands of all schools having 16mm. projectors.

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LETTERS

Box 663, Red Deer,
April 23, 1948.

To the Editor:

In view of the new pension plan for Alberta teachers, a discussion and explanation of some of the phases of the new scheme might be in order at this time. There are several clauses which may require explanation.

1. The plan to pay $1\frac{1}{2}\%$ times the number of years of teaching between age 30 and 65, multiplied by the average salary of the last 5 years is a fair principle, I believe, for provincial civil servants. Here almost certainly, a worker is at his peak earnings during the last five years, because there is a pretty general recognition of seniority and a fair degree of security. But is this so true of teachers in general? In teaching there is no possibility of "easing off" during the later years of one's career as there is in a number of other positions, where an assistant can do some of the more arduous tasks, and the older worker can make at least some of his contribution by use of his mature judgment and wide experience. A teacher must be 100% on the job, or he cannot hold his position. As a result he sometimes has to take an "easier school," i.e.; probably a poorer paid school with fewer pupils, during the later years of his working career. This, of course, will adversely affect his pension.

2. Again, salaries of teachers, especially rural teachers, fluctuate much more violently than do salaries of civil servants. Suppose you spent your last 5 years of teaching during a period like that of 1930-1935. You would have a pension of about half that enjoyed by a teacher who spent his last five years in the period 1943-1948. Surely we must press to

have the extreme fluctuations of this example prevented.

3. The pension contribution period seems to be from age 30 to age 65. Does this mean that no teacher under 30 years of age contributes to the scheme? If so, what happens to contributions already made by teachers under 30 years of age? And is it wise to forego the collection of some funds from the "in and out" teachers, who teach for a few years until something better turns up?

4. Has the anomaly which permits the estate of a teacher who dies at 64 to collect all the money paid into the scheme, while the estate of a teacher, who dies after retiring and collecting one month's pension, gets no further payment, been corrected?

5. Is there any provision for retirement before age 65?

I think there will be considerable interest in these and other features, and therefore invite you to publish this letter and any replies to it from those in charge of the scheme. There may be comments from others concerned with the scheme.

Yours truly,

A. ALLEN.

ANNUAL BOOK CONTEST

Bremner, Alberta,

May 14, 1948.

To the Editor:

Would you be kind enough to announce the Annual Book Contest sponsored by the Imperial Order Daughters of the Empire. Further details may be obtained from the secretary.

Yours very truly,

Beryl M. Schroter,
(Mrs. Roy E. Schroter),
Provincial Educational
Secretary, I.O.D.E.

SCHOOL OF NARCOTIC
EDUCATION

- OBITUARIES -

To the Editor:

From August 9 to 20, a course is being conducted by the School of Narcotic Education, Saskatoon, with the purpose of training teachers, ministers, Sunday School workers, leaders of young people's groups, and other interested persons, to present to the pupils and general public, in an unbiased manner, the scientific facts about narcotics, especially alcohol and nicotine.

Ten Study Bursaries of Sixty Dollars each are being offered to Alberta teachers in the following groups: two to teachers of Grades I to III; two to teachers of Grades IV to VI; two to teachers of Grades VII to IX; two to teachers of Grades X to XII. Two extra Bursaries will be allotted to the largest group of applicants.

Dr. R. E. Mendenhall, Professor, Daniel Baker College of Southwestern University, Georgetown, Texas, will lecture on the narcotic problem and Mr. Fred D. L. Squires will outline suggestions re various phases of the alcohol problem. Workshops will be operating each afternoon under the supervision of other instructors.

A registration fee of Two Dollars (not refundable) is to be forwarded with registration form not later than July 1 to the Dean of the Summer Session. The Tuition fee, Ten Dollars, may be paid either at the time of registration or upon arrival at the school. Those wishing to attend these lectures must state qualifications, experience and give two character references upon application.

Please address all communications to: School of Narcotic Education, E. C. Baldwin, B.A., Dean Summer Session, 407 - 20 Avenue N.W., CALGARY, Alberta.



LEONARD BERCUSON

THE A.T.A. pays tribute to Leonard Bercuson, a prominent Zionist and widely known Edmonton radio commentator, who died suddenly at his home Monday, May 18, at the age of 38. He had been in ill health for some time.

Born in Calgary where he received his early education Mr. Bercuson took his Bachelor of Education from the University of Alberta and his Master of Education from McGill University. About ten years ago he resigned as principal of the Smoky Lake school to head the Provincial Adult Education Scheme. He left this organization three years ago when he was appointed western director of the Zionist organization. (In the latter capacity Mr. Bercuson took a prominent part in efforts to establish a Jewish state.) A few hours before he died, on Sunday night, he read the actual proclama-

tion on the new state before a meeting in Talmud Torah Hall, Edmonton.

Mr. Bercuson was known to many Edmontonians for his regular Sunday afternoon broadcasts, "News Pictures." He was a member of the Rotary and Kinsmen clubs and treasurer of the Edmonton branch of the Institute of International Affairs.



GWENDOLYN RICHARDSON

MANY friends throughout Alberta mourn the death of Gwendolyn Richardson, a member of the High School staff in Innisfail, who passed away suddenly at her home on April 21 following a heart attack.

The funeral was held on Saturday, April 24, from the United Church. Rev. R. Simons conducted the service. As a final tribute to their teacher, the High School students marched as a group in the funeral procession.

Born in New Westminster, B.C., Miss Richardson came to Bowden with her parents in 1913, where she received her early education. Later she took a degree from the University of Alberta and a further post-graduate course from Queen's University. In her long teaching career she taught at Carstairs, Gadsby and Bowden, and was a member of the correspondence branch of the Department of Education in Edmonton for some years. For the past two years she was a member of the staff of the Innisfail High School and was held in high esteem by the staff, the pupils, the parents and the citizens of Innisfail.

MAE GRANT

Miss Mae B. Grant, a Calgary Public School teacher, died on February 14 after a two weeks' illness. She had taught in the Hillhurst and McDougall Schools for thirty-four years, where her pleasing personality and keen sense of humor endeared her to both students and fellow teachers.

She was born in Woodstock, N.B., and is survived by a sister and two brothers.

The sooner a man is convinced that there are no short cuts in life, the better. Some men never learn it. To the end of their lives they have a notion that there is a short cut to wealth, a short cut to reputation, a short cut to health, a short cut to happiness—if they could find it. They walk along the high road with a continual sense of grievance. Every now and then they deviate to the right or left to reach in a step the fields of desire, but it always ends in their coming back to the main road again, a little behind where they left it.—Fortnightly Review. (Reprinted from N.E.A. January, 1948.)

NEWS from Our Locals

ACME - SWALWELL.

The Acme-Swalwell Sub-local held a meeting on May 12 at Swalwell. Visitors at the meeting were two student teachers, Miss Lienweber and Mr. Cartwright.

Mr. Ward reported on the progress of the salary negotiations committee and outlined the schedule which the committee is supporting. He emphasized that an attempt is being made to have University work recognized by the School Board, in the case of Intermediate teachers who may not be actually teaching the subjects for which credit has been obtained.

Mr. Ward also discussed Cumulative Record Cards which are being used in Acme school. It is hoped that their use will enable guidance teachers to aid students in selecting High School courses and in choosing a vocation.

Plans were made for the spring track meet to be held in Acme, May 28. Mr. McLean has been named director.

The next and final meeting of the year will be in the form of a social evening held at Antler school.

BAWLIF SUB-LOCAL.

The A.T.A. meeting of the Bawlf Sub-local was held at the home of Mr. O. Fadum in Bawlf on May 5. With 13 members present and President Fadum in the chair, a discussion was held on 1948 track meet regulations. The track meet was scheduled for June 4 at Kelsey, provided the track can be made ready. The regulations are to be printed and dispatched to the schools of the district.

CALGARY RURAL.

Calgary Rural has accepted a new salary schedule to be effective September, 1948.

Mr. Andersen reported on the new pension scheme. Full details are not known.

Mr. Folkard spoke regarding the Provincial Salary Schedule idea.

After attending the council meeting, Mr. Joynes reported on the various discussions. One item of interest was the idea of cumulative sick leave. General discussion followed.

It was decided to hold the final track meet May 27 at Mewatta Stadium. Softball is included in the events.

COALDALE.

On April 15th, the Coaldale Sub-local members met in the Coaldale school. A report on the A.G.M. was given by Mr. Knowles, and a discussion followed regarding curriculum and pension schemes.

The merits of different types of report card forms were discussed.

With regard to the fall convention, it was suggested that an institute to follow the convention would be of benefit to teachers.

COALDALE

A meeting of the Coaldale Sub-local was held on May 3.

The meeting discussed various report card forms and approved the most suitable.

The meeting approved holding a track meet on May 28. Entries from all schools of the Sub-local are expected.

COLD LAKE

The Cold Lake Sub-local held a meeting in Cold Lake School on Saturday, May 15, with Vice-President, Mr. F. Milaney in the chair. There was a lengthy discussion on the Track Meet and final arrangements were made. A Soft Ball Tournament will be held in Cold Lake

June 5 and other Track Meet events at Grande Centre June 11.

The Year Book has gone to press with an order for 300 copies! This is the first enterprise of its kind in the Division and is the cooperative effort of the schools of Cold Lake and surrounding area. Mr. G. E. Hill, Divisional Trustee of Cold Lake drafted the cover design. The many advertisements from Cold Lake, Grand Centre and Cherry Grove, plus a grant from Bonnyville School Division will help considerably with the finances.

Owing to the heavy business of the day it will likely be necessary to hold another short meeting to set a date for the reading of Mr. S. D. Lefebvre's A.G.M. report, and also to plan the annual assembly, boat-trip and picnic of Sub-local members.

After the meeting adjourned, a tour was made of the hospital.

Tea was served by the ladies of W.M.S. Mrs. C. Vinsky entertained at the piano.

FOREMOST

Eight members of the Foremost A.T.A. Sub-local attended their third meeting in Etzikom, on Saturday, April 10. Since a letter was received from Mr. Aldridge, stating that he could visit us in May, we decided to request that an Institute be held this spring, although in the future, we feel it would be wiser to hold these early in the fall. Following this, a discussion was held regarding the forthcoming track meets, the local eliminations at Hoping May 28, and the divisional at Foremost, June 5. At this meeting a method of paying transportation costs for members of the sub-local was established, as we felt this might be a means of encouraging larger attendance and perhaps increasing the membership. Also a report on the teacherage problem was given. A motion was passed requesting that the Local board consider making, or helping with, a

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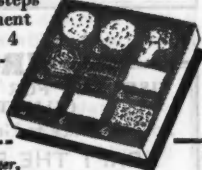


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divisional survey of all the teachers.

Mr. Aoki gave us a very entertaining and comprehensive report on the A.G.M. which he attended as a Councillor for the Local, during the Easter holidays. This proved to be of interest and value to all present, and members moved a vote of thanks, to show appreciation to our President. Following considerable discussion a motion was passed, with regard to the new requisition legislation, to the effect that we are not in favor of restrictions being placed on the local boards. The meeting adjourned, and members were then the guests of Mr. and Mrs. George McFall for lunch.

MCLENNAN - GIROUXVILLE

The last meeting of the year was held in the McLennan Public School on May 1.

Due to poor weather as well as impassible roads, the date of this meeting had to be changed twice. We were very anxious to hear Miss McKay's report of the A.G.M. and we regretted the fact that so few teachers heard this report. A special vote of thanks was given her for her splendid report.

Miss McKay notified us that our Fall Convention would be held at High Prairie on the dates specified at the last Convention which are September 16 and 17. We may not have guest speakers by withdrawing from Peace River, but High Prairie is more central. This matter is to be seriously considered later.

MEDICINE HAT RURAL LOCAL

The regular meeting of the Medicine Hat Rural Local was held at the Toronto Street School, May 1. Sixteen teachers were present.

An item from the newsletter concerning those responsible for the improvement of teachers' pensions was read, letters are to be written to our M.L.A. representatives. Mrs. Thurston, Mr. Robinson and Mr.

Kane; to Mr. Ivan Casey, Minister of Education, and to Mr. R. E. Ansley, thanking them for their help in obtaining a better retirement allowance for teachers.

It was suggested that, following our final meeting Saturday, June 4, we hold a wiener roast and bowling or theatre party. Each teacher being asked to bring a guest.

A lengthy discussion re sub unit field meets followed. One teacher from each sub unit was appointed to form a committee to draw up a uniform programme for the whole division. The date for the field meet should be not later than June 4.

NEUTRAL HILLS

A teachers' meeting of the East end of the Neutral Hills S.D. was held at the Kirriemuir teacherage May 29. Mrs. A. E. MacLeod, Altario; Miss M. Domanski, Green Glen; Miss E. Bailey, Dry Lake; Mrs. M. Lysgaard, Wheatsheaf; Miss M. McCuaig and Mrs. G. Tinkess, Kirriemuir, were in attendance.

The following matters were discussed: Ayres' Writing Scale, Primary Reading, Teachers' Code of Ethics, Salaries and Pensions. Plans were made for a Softball tournament held in Kirriemuir June 4.

PICTURE BUTTE

A special meeting of the Picture Butte Sub-local took place at Picture Butte High School on May 3. The roads were in an extremely bad condition but despite this there was an excellent attendance and even Turin and Barrhill members managed to win their way through.

Members listened with interest to a report by Mr. Masurek of the salary negotiating committee.

Lunch was served in the Home Economics room by the teachers of the High School.

ROCHESTER

The Rochester Sub-local held an A.T.A. meeting March 20. Mr. W. E. Hodgson attended. A festival com-

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mittee of Mrs. Stolen, Miss Kowalchuk and Miss Roski was appointed.

The Track Meet was also discussed and Mr. Kowalchuk, Director and Miss Wilson, Secretary were appointed. The Track Meet is to be held May 14 and the Festival May 10. Lunch was served at Mr. Podealuk's.

ROCKY MOUNTAIN HOUSE SUB-LOCAL

The February meeting of the Rocky Sub-local was held at the home of Mr. Deverell on Saturday, February 14. Mr. Deverell gave a brief report on salaries as presented by the Negotiating Committee. He reported that he recommended to the Board that the Single Salary be put into practice with a \$1,500 minimum.

It was moved that a letter of appreciation be sent to the Rocky Board of Trade and to the Town Council for sending to Edmonton a motion concerning pension schemes.

Mr. Deverell gave a most interesting and entertaining talk on Guidance work. It was decided that at future meetings this discussion continue and several topics were chosen.

The March meeting of the Rocky Sub-local was held March 20.

Because Bill No. 454, an amendment respecting Income Tax Act appears to discriminate against the teaching profession, we request that the M.P. for Red Deer, support the amendment to the Income Tax Act allowing deductions from taxable income for Association fees.

(a) for expenses in attendance at convention.

(b) summer school attendance.

(c) travelling expenses, subsistence while engaged in Departmental work.

The topic of Guidance, under the subject of Records was discussed by Miss Doherty, Miss Sinclair and Mr. Taylor.

The A.T.A. Magazine

SPIRIT RIVER - RYCROFT

The April meeting of the Local was cancelled because of poor road conditions. However, members of the executive held their meeting in the Spirit River school on April 20. Mr. D. Blackie presided. The discussions centred chiefly around the Divisional Track Meet to be held in Rycroft on June 2. The event had been organized and is being sponsored by the Wanham Sub-local under the direction of Mr. B. Russell, principal of Wanham school. Also present at the meeting were Mr. Marion and Mr. Frazer of the Rycroft section of the Canadian Legion. They represented those members of their Association who kindly offered to aid Rycroft teachers in making arrangements for the Track Meet.

That same day the salary negotiating committee met with the Divisional Board of Trustees. The salary schedule adopted proved satisfactory

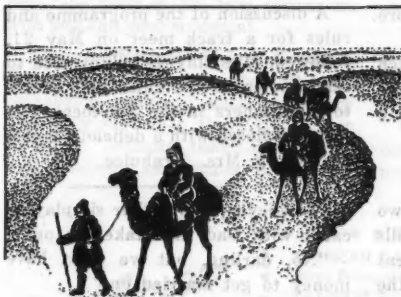
to both parties. Effective September, 1948, the basic salary will be \$1,500, with increments of \$100, up to a maximum of \$700. Holders of special certificates will receive an increase of \$5 for Junior and \$10 for Senior certificates. For supervision of rooms other than his own the principal is to receive a 50% increase of this year's schedule. Other items remain the same.

ST. MICHAEL

On May 12, a meeting was held at St. Michael with ten members of the Sub-local in attendance. Discussion centred mainly on the Annual Field Day and the Empire Day concert which were held on Sunday, May 23. A donation to the Food for Britain Fund was forwarded to the Head Office.

TABER

The April meeting of the Taber Sub-local was held at the Taber



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School on April 12, 1948, with Mr. F. Semaka presiding. Twenty-six members were present.

There was considerable discussion about salaries. It was agreed that the salary schedule should be more clearly worded so as to eliminate many of the existing misunderstandings with regard to rate of salary. Mr. H. Myers and Mr. H. Cummins reported briefly on the recent A.G.M. The meeting adjourned to Mr. Myer's home where lunch was served.

TROCHU - THREEHILLS

The fifth meeting of the Trochu-Three Hills A.T.A. Sub-local was held in the Three Hills School, Thursday, May 13. There were eight members present.

The business of the meeting consisted of discussion about the festival which had been held May 7.

A track meet is to be held in Trochu June 9 at 1 p.m. It will include Three Hills, Trochu and all the rural schools in the Sub-local. Another meeting will be held before June 9.

After the business meeting, lunch was served in the Home Economics room by the Three Hills teaching staff.

TWO HILLS

An Institute Meeting of the Two Hills Sub-local was held at Two Hills on Friday, May 14. Superintendent F. Hannachko gave his report on the

results of the Arithmetic and Language tests which had been given throughout the whole Division in March. The report was encouraging, and showed that the pupils of the Division were making good progress in the above mentioned subjects.

WASKATENEAU SUB-LOCAL

The Waskateneau Sub-local held a meeting at the home of Mrs. E. Krahulec, with the president, Mr. R. J. Elliott, in the chair. Answers to the Questionnaire sent out after the last meeting were summarized by the secretary, Miss M. Haynes, and showed a majority of the teachers to be interested in holding a track meet. Another opinion brought out by the questionnaire was that there is a need for more up-to-date texts in Social Studies in the Intermediate grades. Regarding salaries, the view was stressed that the higher salaries earned in the recent years are still not high enough to offset the present high cost of living.

A discussion of the programme and rules for a track meet on May 21, followed. Miss Haynes volunteered to send copies of the rules and events to all teachers in the Sub-local. The meeting closed with a delicious lunch, served by Mrs. Krahulec.

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